DOCUMENT RESUME

ED 416 023 PS 026 236

TITLE	Achieving the Goals: Goal 8--Parental Involvement and Participation.
INSTITUTION	Partnership for Family Involvement in Education, Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC.
ISBN	ISBN-0-16-049245-9
PUB DATE	1997-00-00
NOTE	135p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Federal Programs; Financial Support; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Partnerships in Education
IDENTIFIERS	Department of Education; Family Support; *National Education Goals 1990

ABSTRACT

In 1994, the U.S. Congress added parental involvement to the National Education Goals. Goal 8 states that by the years 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. The fourth in a series that seeks to inform educators and the public of the possibilities for programs and funding that exist outside the Department of Education, this book provides a compendium of educational programs across the federal government, providing a useful tool for seeking funding for activities related to achieving this National Education Goal. Following the introduction, the book provides detailed information about the various parental involvement activities of the Department of Education and the Partnership for Family Involvement in Education. The remainder of the book, which lists specific federal programs that might support parent involvement, is organized by education topics. Topics include at-risk students, bilingual education, drug abuse prevention, gifted and talented, special education, housing, safety, and recreation. The book concludes with a list of useful publications for parents from several federal resources. The appendices list state and local points of contact for various activities. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 023

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Achieving the Goals

Goal 8
Parental Involvement and Participation

BEST COPY AVAILABLE

Goal 8: Parental Participation

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

(B) The objectives for this goal are that

> *(i) every state will develop policies to assist local schools and local education agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;*
>
> *(ii) every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared education decision making at school; and*
>
> *(iii) parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.*

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-049245-9

Contents

Introduction 1

About this book 3

The Partnership for Family Involvement in Education 5

President Clinton's AMERICA READS CHALLENGE Act of 1997 11

AMERICA GOES BACK TO SCHOOL 1997 14

Character Education Partnerships 15

Family Involvement: What You Can Do 19
    Snapshots: Communities on the Move 22

Parental Involvement Programs 24
    At-Risk Students 24
        Dropout Prevention Demonstration Assistance 24
        National Early Intervention Scholarship and Partnership 24
        School, College, and University Partnerships 25
    Bilingual Education 25
        Bilingual Education—Comprehensive School Grants 25
        Bilingual Education—Program Development and Implementation Grants 26
        Immigrant Education 26
    Child Care/Early Childhood Education 27
        Child Care and Development Block Grant 27
        Child Welfare Services Training Grants 27
        Comprehensive Child Development Centers 28
        Even Start—State Education Agencies 28
        Even Start—Indian Tribes and Tribal Organizations 29
        Even Start—Migrant Education 29
        Grants to States for Planning and Development of Dependent Care Programs . . 29
    Parent Involvement and Input in Department of Defense Schools 30
        The DoDEA School-Home Partnership 31
        The Navy Community Service Program 35
        How Do I Start a Volunteer Program in My Community? 38
        Marine Corps Tutoring/Mentoring Programs 39
    Drug Abuse Prevention 40
        Community Partnership Demonstration Grant 40
        Cooperative Agreements for Drug Abuse Treatment Improvement Projects in Target Cities 40

  Drug-Free Schools and Communities—National Programs 41
  Gang-Free Schools and Communities; Community-Based Gang Intervention 41
  Interventions with Drug Abusing Parents—Drug Courts 42
  Model Comprehensive Drug Abuse Treatment Programs for Critical Populations 43
  Public Information on Drug Abuse—Information 43
  Safe and Drug-Free Schools—State Grants 44
  Weed and Seed/Safe Havens 44
Education Reform/Community Empowerment 45
  Community Prevention Grants—Title V 45
  Community Schools Program 45
  Comprehensive Regional Assistance Centers 46
  Family Preservation and Support Services 46
  Goals 2000: Parental Assistance Program 47
  Native Hawaiian Family-Based Education Centers 47
  Public Charter Schools 48
  21st Century Community Learning Centers Program 48
Gifted and Talented Programs 49
  Javits Gifted and Talented Students Education Program 49
  TRIO—Talent Search 49
  TRIO—Upward Bound 50
Health 51
  Childhood Lead Poisoning Prevention Projects—State and Community-Based Childhood Lead Poisoning Prevention and Surveillance of Blood Levels in Children 51
  Junior National Health Service Corps/Junior Health Careers Opportunity Program 52
  Technical and Nonfinancial Assistance to Community and Migrant Health Centers 53
Housing 53
  Nehemiah Housing Opportunity Grant Program 53
  Public and Indian Housing Tenant Opportunity Program 54
  Public and Indian Housing Drug Elimination Program (PHDEP) 54
  Public and Indian Housing Family Investment Centers Program 55
Justice Issues 55
  Child Abuse and Neglect Discretionary Activities 55
  Child Abuse and Neglect State Grants 56
  The Child Development–Community Policing (CD-CP) Program 56
  Children's Advocacy Center Program 57
  Family Violence and Prevention and Services—Grants to States and Indian Tribes 57
  Missing Children's Assistance 58
  Reducing Parental Kidnaping and Reuniting Families: National Center for Missing and Exploited Children (NCMEC) 59
  Title I Program for Neglected and Delinquent Children 59

    Victims of Child Abuse and Neglect 60
    Youth Initiative/Youth Gangs 60
  Recreation 61
    Disposal of Federal Surplus Real Property for Parks, Recreation, and Historic Monuments 61
    Public and Indian Housing Youth Sports Program 61
    Rivers and Trails and Conservation Assistance (RTCA) 62
    Urban Park and Recreation Recovery Program 62
  Research 62
    Social Services Research and Demonstration 62
  Safety 63
    Lead-Based Paint Hazard Control Program 63
  Science Education 64
    Parent Involvement in Science, Mathematics, and Technology Education 64
  Special Education 64
    Centers for Independent Living 64
    Grants for Infants and Families with Disabilities 65
    Program for Children with Serious Emotional Disturbance 65
    Program for Children and Youth with Severely Disabilities 66
    Secondary Education and Transitional Services for Youth with Disabilities 66
    State Grants for Assistive Technology 67
    Technology Applications for Individuals with Disabilities 67
  Special Populations 68
    Education for Homeless Children and Youth 68
    Family Support Center and Gateway Demonstration Program 68
    Independent Living 69
    Indian Education—Grants to Local Educational Agencies 69
    Native Hawaiian Special Education 70
  Standards and Assessment 70
    Goals 2000–Assessment Development and Evaluation Grants 70
    National Institute on Student Achievement, Curriculum, and Assessment 71
    Opportunity-to-Learn Development Grants 71
  Welfare 71
    Family Support Payments to States—Assistance Payments 71

Useful Publications for Parents 73
  U.S. Department of Education 73
  The Educational Resources and Information Center (ERIC) 77
  Other Sources: 79
  Federal Parental Resources on the Internet 81

Appendices 87
  Appendix I 89
    GOALS 2000 Parental Information and Resource Centers 89
  Appendix II 93

BEST COPY AVAILABLE

Secretary's Regional Representatives 93
Appendix III 94
Comprehensive Regional Assistance Centers 94
Appendix IV 97
Regional Education Laboratories 97
Appendix V 100
Eisenhower Regional Mathematics and Science Education Consortia 100
Appendix VI 102
Research and Development Centers 102
Appendix VII 104
Regional Commissioners for Rehabilitative Services 104
Appendix VIII 105
U.S. Department of Health and Human Services
Regional Offices 105
Appendix IX 106
Department of Housing and Urban Development 106
Appendix X 115
HUD Office of Native American Field Offices 115
Appendix XI 116
National Park Service
National Headquarters and Area Offices 116
Appendix XII 117
Department of the Interior
Bureau of Indian Affairs 117
Appendix XIII 119
Department of Justice
Drug Enforcement Administration 119

List of Programs by Agency

U.S. Department of Defense

The DoDEA School-Home Partnership 31
The Navy Community Service Program 35
How Do I Start a Volunteer Program in My Community? 38
Marine Corps Tutoring/Mentoring Programs 39

U.S. Department of Education

Dropout Prevention Demonstration Assistance 24
National Early Intervention Scholarship and Partnership 24
School, College, and University Partnerships 25
Bilingual Education—Comprehensive School Grants 25
Bilingual Education—Program Development and Implementation Grants 26
Immigrant Education 26
Even Start—State Education Agencies 28
Even Start—Indian Tribes and Tribal Organizations 29
Even Start—Migrant Education 29
Drug-Free Schools and Communities—National Programs 41
Safe and Drug-Free Schools—State Grants 44
Comprehensive Regional Assistance Centers 46
Goals 2000: Parental Assistance Program 47
Native Hawaiian Family Based Education Centers 47
Public Charter Schools 48
21st Century Community Learning Centers Program 48
Javits Gifted and Talented Students Education Program 49
TRIO—Talent Search 49
TRIO—Upward Bound 50
Title I Program for Neglected and Delinquent Children 59
Centers for Independent Living 64
Grants for Infants and Families with Disabilities 65
Program for Children with Serious Emotional Disturbance 65
Program for Children and Youth with Severe Disabilities 66
Secondary Education and Transitional Services for Youth with Disabilities 66
State Grants for Assistive Technology 67
Technology Applications for Individuals with Disabilities 67
Education for Homeless Children and Youth 68
Indian Education—Grants to Local Educational Agencies 69
Native Hawaiian Special Education 70
Standards and Assessment 70
Goals 2000–Assessment Development and Evaluation Grants 70
National Institute on Student Achievement, Curriculum, and Assessment 71
Opportunity-to-Learn Development Grants 71

Health and Human Services

Child Care and Development Block Grant 27
Child Welfare Services Training Grants 27
Comprehensive Child Development Centers 28
Grants to States for Planning and Development of Dependent Care Programs 29
Community Partnership Demonstration Grant 40
Cooperative Agreements for Drug Abuse Treatment Improvement Projects in Target Cities 40
Model Comprehensive Drug Abuse Treatment Programs for Critical Populations 43
Community Schools Program 45
Family Preservation and Support Services 46
Childhood Lead Poisoning Prevention Projects—State and Community-Based Childhood Lead Poisoning Prevention and Surveillance of Blood Levels in Children 51
Junior National Health Service Corps/Junior Health Careers Opportunity Program 52
Technical and Non-Financial Assistance to Community and Migrant Health Centers . . 54
Family Violence and Prevention and Services—Grants to States and Indian Tribes . . . 57
Youth Initiative/Youth Gangs 60
Social Services Research and Demonstration 62
Family Support Center and Gateway Demonstration Program 68
Independent Living 69
Family Support Payments to States—Assistance Payments 71

Department of Housing and Urban Development

Nehemiah Housing Opportunity Grant Program 53
Public and Indian Housing Tenant Opportunity Program 54
Public and Indian Housing Drug Elimination Program (PHDEP) 54
Public and Indian Housing Family Investment Centers Program 55
Public and Indian Housing Youth Sports Program 61
Lead-Based Paint Hazard Control Program 63

U. S. Department of Interior

Disposal of Federal Surplus Real Property for Parks, Recreation, and Historic Monuments 61
Rivers and Trails and Conservation Assistance (RTCA) 62
Urban Park and Recreation Recovery Program 62

U.S. Department of Justice

Gang-Free Schools and Communities; Community-Based Gang Intervention 41
Interventions with Drug Abusing Parents—Drug Courts 42
Public Information on Drug Abuse—Information 43
Weed and Seed/Safe Havens 44
Community Prevention Grants—Title V 45
Child Abuse and Neglect Discretionary Activities 55
Child Abuse and Neglect State Grants 56

The Child Development–Community Policing (CD-CP) Program 56
Children's Advocacy Center Program 57
Missing Children's Assistance 58
Reducing Parental Kidnaping and Reuniting Families: National Center for Missing and Exploited Children (NCMEC) 59
Victims of Child Abuse and Neglect 60

Introduction

In 1994, the United States Congress put parental involvement on the national education agenda by including it in a revised list of National Education Goals. Research supports the conclusion that parental involvement is essential to sustaining education reform. Educators and policy makers know that when parents are involved in children's learning, children do better in school and schools improve.

National interest in education was further heightened by President Clinton's State of the Union message in 1997 that issued a *Call to Action for American Education in the 21st Century* (See page 3). The President's ten points challenge all community stakeholders—including families, businesses, colleges, senior citizens, educators, religious groups, community organizations and policy makers to work together for strong, safe schools with clear standards of achievement and discipline, and talented and dedicated teachers in every classroom. The President's Call to Action provides an excellent focus for needed changes in education, while encouraging family and community involvement to ensure that our children are given the best possible education.

Research over the past thirty years has consistently shown that greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student:

- PARENTS' efforts to help their children learn matter more to their children's achievement than family income or education. This is true whether a family is rich or poor, whether parents finished high school or not, or whether children are in preschool or in the upper grades. For example, family members can improve the reading ability of a child in their family by reading and writing with the child for 30 minutes a day.

- SCHOOLS' efforts to encourage parents to participate in their children's education matter more than parental income or education. School practices to involve families are more important than family characteristics. For example, the reading achievement of fourth-graders whose families are involved in their school is greater than for those whose families are not involved in their school.

- COMMUNITY GROUPS, including religious organizations and employers, can make an important contribution to the effectiveness of families. Community groups can provide expertise and resources and facilitate family-school exchanges. For example, businesses that provide leave time for family members to volunteer in their child's school positively impact a child's achievement in school.

The U.S. Department of Education has put parental and family involvement at the head of the class for education reform efforts. "The American family is the rock on which a solid education can and must be built," Secretary Riley has said. "I have seen examples all over this nation where two-parent families, single parents, step-parents, grandparents, aunts, and uncles are providing strong support for their children to learn."

Studies show public support for family involvement in education is significant. Forty percent of parents believe they are not devoting enough time to their children's education. Teachers believe strengthening parents' roles in their children's learning must be the top issue in education policy. Nearly three-quarters of students aged 10 to 13 would like to talk to their parents more about school work. Nearly 90 percent of company executives find the lack of parental involvement to be the biggest obstacle in school reform.

Family involvement in children's learning has been an integral part of President Clinton's and Secretary Riley's programs, research agenda, and legislative activities. Some of the highlights include the Goals 2000: Educate America Act in which one of the two new National Education Goals is devoted to increasing parental involvement in education and through which the establishment of parent involvement centers in every state is authorized (for a list of the centers, refer to Appendix I); increased federal funding for family involvement in education in programs such as Title I, Even Start, Bilingual Education and Special Education; and a model for family-school compacts to develop partnerships between the family and the school through the Title I program under the Improving America's Schools Act.

In addition to legislative and policy initiatives, Secretary Riley has encouraged partnerships to promote family involvement. To demonstrate the effectiveness of partnerships and to assist local communities and organizations in launching their own partnerships, Secretary Riley formed the Partnership for Family Involvement in Education, a nationwide coalition of thousands of national, regional, and local organizations representing families, schools, community groups, religious organizations, and employers that have committed themselves to developing partnerships between families, schools, and their communities. The Partnership has launched a grassroots movement across this country that encourages families and communities to support local schools and ensure that all children are learning to high standards.

About this book

In addition to all the activities associated with parental involvement at the Department of Education, the Federal Interagency Committee on Education (FICE) has been working to get all federal agencies involved in American education. FICE is a group of representatives of 26 federal agencies that meets once a month to discuss education programs across the federal government–not just in the Department of Education. In recent years, FICE has been working on ways that every agency can support President Clinton's education agenda, promoting interagency collaboration at the local level, and disseminating useful education information from one agency to other agencies and to the general public.

One aspect of this endeavor has been to gather information about various programs from across the federal government that apply to each of the National Education Goals. This book is the fourth book in a series, entitled *Achieving the Goals*, which seeks to inform educators and the general public of the possibilities for programs and funding that exist outside the Department of Education. The series, to date, has included volumes on: Goal 1, Getting Children Ready to Learn; Goal 4, Teacher Professional Development; and Goal 5, Math and Science Achievement.

President Clinton's Call to Action

- Set rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics.
- Make sure there's a talented and dedicated teacher in every classroom.
- Help every student to read indepently and well by the end of the 3rd grade.
- Expand Head Start and challenge parents to get involved early in their children's learning.
- Expand school choice and accountability in public education.
- Make sure our schools are safe, disciplined and drug free, and instill basic American values.
- Modernize school buildings and help support school construction.
- Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.
- Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.
- Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

BEST COPY AVAILABLE

Each book in the series provides a compendium of education programs across the federal government, providing education reformers and the general public a useful tool for seeking funding for activities related to achieving the National Education Goals. The programs listed in the books might also provide ideas for education reformers looking for additional partnership opportunities by serving as a reference tool for education-related activities in their states, counties, and communities.

For example, a community might be interested in expanding their ability to provide early childhood development opportunities. This book lists seven federal programs that provide funding for child care and early childhood development. Another community might be interested in fighting drug abuse. There are seven drug abuse prevention programs listed here as well. The idea is to provide communities information on the broad scope of federal involvement.

The section immediately following the introduction provides detailed information about the various parental involvement activities of the U.S. Department of Education and the Partnership for Family Involvement in Education. The rest of the book, which lists specific federal programs that might support parental involvement, is organized by education topic, so that interested people and organizations can easily match their needs and concerns with the topics listed. The appendix offers lists of state and local points of contact for various activities.

Secretary Riley and the FICE committee hope that this book, and all the books in the series, will become a valuable resource for education reformers throughout the nation.

The Partnership for Family Involvement in Education

The Partnership for Family Involvement in Education seeks to promote children's learning through the development of family-school-community partnerships. Under the motto of "Better Education is Everybody's Business," thousands of family, school, community, employer and religious groups have come together to support student learning to high standards. These partners represent a growing grassroots movement across this country organized into four areas:

- **Family-School Partners for Learning** support home-school partnerships and preservice and in-service training to help teachers work effectively with families. Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared for and attend school; and through at-school activities including attending school conferences and asking for challenging course work. School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.

- **Employers for Learning Partners** adopt family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and provide parent training and child care.

- **Community and Cultural Organizations for Learning** support learning communities through organized before- and after-school and summer activities, help to make streets safe for children, and support supervised recreational activities.

- **Religious Organizations for Learning** provide reading partners, mentors, and other caring adults to support children's learning, provide parent education programs, sponsor cultural programs, make their buildings available for organized activities, and support out-of-school learning.

New members join the Partnership through a sign-on statement developed by each sector's founding members. Copies of the sign-on statements are included at the back of this book.

The Partnership for Family Involvement in Education has had many accomplishments since it was launched in September 1994. They include:

- **Increased membership** from approximately 85 members in September 1994 to more than 2,800 today.

- **Held the first "Time Crunch" conference** for partnership members in cooperation with Teachers College of Columbia University, Working Mother Magazine, and the U.S. Department of Education. The time crunch facing families and the challenges this presents to families, children, and schools was the focus of the two-day conference. Golden Apple Awards were presented in three categories of family-friendly practices: families and schools, community groups, and employers. The winners were featured on the Today Show.

- **Produced many user-friendly documents** (e.g. *Strong Families, Strong Schools; Employers, Families, and Education; America Goes Back to School Partners' Activity Guide; READ*WRITE*NOW!; Preparing Your Child for College*) available free of charge to the public by calling 1-800-USA-LEARN or on the Department's web site at <www.ed.gov>.

- **Increased participation in the summer reading program**, READ*WRITE*NOW!, from 400,000 students in the summer of 1995 to one million in the summer of 1996. The goal for the summer of 1997 is to reach 1.5 million children through the READ*WRITE*NOW! program.

- In conjunction with The Conference Board and Employers for Learning, **held a very successful business and education conference**. "Better Education Is Everybody's Business" brought together business leaders, educators, and representatives of community and religious organizations in a format that presented model programs for working together to ensure that today's students are prepared to become tomorrow's leaders. A publication that captures the conference highlights and issues and that incorporates business survey data related to employee and family involvement in education will be available in fall of 1997. At the conference, the Conference Board awarded its "Best in Class" awards for exemplary business and education partnerships and gave special recognition awards to the ten employers who co-sponsored this conference.

- **Signed on the state of Maryland to President Clinton's "Call to Action" and to the Partnership for Family Involvement in Education, as the first state to do so,** providing a model for integrating the support mechanisms across government, the school system, private industry, and community groups for family involvement in education.

- **Extended into the third year the grassroots back-to-school effort, *America Goes Back to School***, which included more than 2,500 local back-to-school events in the past two years and the publication of Partner Activity kits to assist local communities, families, employers, community organizations, colleges, and elected officials in developing year-long partnerships with their local schools.

In addition to the activities of the partnership sectors of family/school, employers, community and religious organizations, the partnership promotes two national initiatives, with an additional initiative in the planning stages. These initiatives are supported by partnership members in a variety of unique and interesting ways.

- The ***America Reads Challenge*** asks every American to identify what role he or she can play--professionally and personally--to help all of our children to read independently and well by the end of the third grade.. Additionally, *America Reads Challenge* legislation is pending in Congress to support the goal of high expectations for the reading skills of all children and to support and expand local reading initiatives. Several strategies are essential for helping our children learn to read. Partners are supporting the *America Reads Challenge* through strategies such as:

  Creating more after school, weekend and summer learning opportunities to supplement classroom instruction in reading. With the assistance of community groups engaged in this effort, the Department recently published a guide that gives practical ideas and highlights successful programs for before and after school learning activities. *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School* is available from the Department's Information Resource Center, at 1-800-USA-Learn.

  Building on, expanding, and initiating local efforts to improve reading. Even when students receive the very best in-class instruction, some will always need extra time and assistance to meet the high levels of reading skills needed in school, in the workplace, and throughout life. The *America Reads Challenge* is initiating and encouraging thousands of these efforts.

  Sponsoring sites for summer reading programs. With 50 literacy and reading groups of the Partnership for Family Involvement in Education, the U.S. Department of Education designed the summer reading program READ*WRITE*NOW! to help fight the "Summer reading drop off". The program encourages children to read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day. Local libraries, Title I schools, and youth groups such as the Boys and Girls Clubs of America and Hadassah help sponsor sites for this summer program. The READ*WRITE*NOW! kit is available on the Department's web page at <www.ed.gov> or by calling 1-800-USA-LEARN.

  Providing ideas and supportive materials to parents and caregivers to help young children develop and improve their language skills and develop readiness skills for learning. Parents are their child's first and most important teachers, beginning at birth. Research shows that parents and caregivers can engage in exercises to foster development of the necessary skills in their child, can parents and caregivers can work together to ensure that each child has the proper foundation for reading skills. The *America Reads Challenge* seeks to reinforce the importance of skill-building activities for children beginning at birth, and of programs that encourage and support parent involvement activities. Early childhood researchers, along with the U.S. Department of Education, U.S. Department of Health and Human Services, and the Corporation for National Service, have developed a kit for parents and caregivers called Ready*Set*Read. This kit is available on the Education Department's web page at <www.ed.gov> and by calling 1-800-USA-LEARN.

Further information on the *America Reads Challenge* begins on page 11.

- ***America Goes Back to School*** is an annual effort that focuses attention on improving education across America during the back-to-school time of August through October and asks individuals personally and professionally to make a year-long commitment to their local schools. *America Goes Back to School* is currently in its third year; in 1996 more than 2,000 *America Goes Back to School* events took place in every state in the nation. To participate, individuals personally or through a sponsoring organization can spend time reading to a child, educate students to prevent substance abuse, recruit and organize tutors, mentor a child in math, sponsor a career day, or sponsor an event to connect middle and high school students with colleges. Materials to support the involvement of families and schools; employers; community, cultural and religious organizations, colleges and universities; and elected officials and policy makers is available on the Department's web site at <www.ed.gov> or by calling 1-800-USA-LEARN.

Further information on *America Goes Back to School* begins on page 14.

- **Preparing for College Early** is a soon-to-be launched initiative that will target middle school students and their families to ensure that they have the necessary information and support to set their sights on a college education and be prepared academically and financially to accomplish their goals. The Department recently released *Getting Ready for College Early*, a new pamphlet for parents of children in their middle and high school years. It offers information about the importance of planning for college early, including information on the right courses to take in middle and secondary school, planning for the costs of a college education, and perhaps most importantly, paying for college. This new pamphlet is available on the Department's web site at <www.ed.gov> or by calling 1-800-USA-LEARN.

As a member of the Partnership for Family Involvement in Education, the U.S. Department of Education has taken key steps through its legislative and budget authorities to support family involvement in children's learning. These activities include:

- **School-parent agreements or compacts** that bring schools and parents together to agree about what they want their children to learn and what each will do to accomplish these goals. These compacts are part of Title I of The Improving America's Schools Act, but are encouraged for all schools and the families they serve.

- **Parental Information and Resource Centers** are funded under the Goals 2000: Educate America Act. The funds are provided to state and local partnerships to begin family information centers throughout the country, establishing at least one family resource center in every state by 1998. Twenty-eight centers were funded in 1995-96 and an additional 14 centers were funded in 1997. For the nearest Parent and Information Resource Center to you, refer to Appendix I or call 1-800-USA-LEARN.

- The Corporation for Public Broadcasting has received a grant from the U.S. Department of Education to develop **Ready to Learn Television**. Ready to Learn Television is designed to increase school readiness in young children across America. The grant is supporting the creation of new family and children's programming of high quality which is being interspersed with education message breaks.

President Clinton's AMERICA READS CHALLENGE Act of 1997

On April 28, President Clinton sent legislation to Congress to help build A NATION OF READERS -- The AMERICA READS CHALLENGE Act. The America Reads Challenge Act will help mobilize Ameri-Corps members, skilled reading specialists, and trained volunteer reading tutors to ensure that every student can read independently and well by the end of third grade. The Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. The America Reads Challenge Act is a five-year, $2.75 billion commitment to local communities and organizations as well as to national and regional efforts. It includes:

✓ **America's Reading Corps.** The Act would fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members, to mobilize volunteer reading tutors. By the year 2002, it is expected that at least one million volunteer reading tutors will be working with children.
- Coordinating with the in-school reading program, tutors will provide individualized after-school, weekend, and summer reading tutoring for children in grades K-3 who need the extra help.
- AmeriCorps members and others will work to recruit these tutors, and reading specialists will provide their training and supervision.

✓ **Parents as First Teachers Grants.** The legislation also recognizes that, as their children's first teachers, parents can give their children the firm foundation they need to do well in school. These Parents as First Teachers Grants would provide more than $300 million over five years to foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of third grade.
- **Head Start and Title I/Even Start.** These grants will build on other commitments to early learning in the President's balanced budget plan. This includes an expansion of the Head Start program reaching one million 3- and 4-year-olds and additional investments in Title I/Even Start to strengthen reading instruction during the regular school day as well as family literacy efforts.

The President's legislation addresses children's reading needs. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. While American students today generally read as well as ever, 40 percent of our fourth-graders scored below the basic level on the 1994 National Assessment of Educational Progress. According to studies, however, well-designed tutoring programs that supplement in-class reading instruction result in student gains in reading.

President Clinton is issuing the AMERICA READS CHALLENGE to all Americans—and they are responding. The America Reads Challenge asks every American to help in this effort, building on the work being done by classroom teachers, librarians, tutors, and reading specialists.

- **Encouraging Involvement.** The America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.
- **Federal Work-Study Expansion.** President Clinton has asked college presidents to allocate half of all their new work-study slots to college students who become America Reads tutors. The goal is to give 100,000 federal work-study students the opportunity to help children learn to read better. As of May 15, 178 colleges have pledged thousands of students to tutor in elementary schools.

How to get involved in the AMERICA READS CHALLENGE

How Can I Get Involved Right Now?
There is a role for everyone who wants to get involved NOW in the ***America Reads Challenge:***

❤ **Instill a love of reading in your child.** Learning begins at home—parents are their child's first teacher. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading.

☎ **Call a local school or literacy organization and volunteer!** Many community and civic groups already sponsor tutoring programs and can always use extra volunteers. A resource list of organizations providing reading partners is provided below.

✆ **Call 1-800-USA-LEARN and ask to be involved in this summer's READ*WRITE*NOW! initiative.** More than 50 organizations sponsored this summer reading challenge that reached 1 million children in the summer of 1996. Reading partners pledge to read and write with a child for 30 to 60 minutes, at least once or twice a week. The child pledges to read 30 minutes a day, five days a week, and learn a new vocabulary word a day. As part of the America Reads Challenge, the Read*Write*Now! effort will try to reach 50 percent more children in the summer of 1997.

☎ **Call the college or university nearest you, or your alma mater, to see if they have joined the America Reads Challenge.** The best office to begin with may be the Financial Aid Office.

✍ **Stay aware of what's going on with the proposed *America Reads Challenge.*** If you would like updates on what's going on in reading, please call 1-800-USA-LEARN and ask for the Department's READWATCH flash fax.

How Can My School or Organization Link to Reading Partners Across America?

The following organizations are working to provide learning partners to help children improve their reading and writing skills:

American Library Association
50 East Huron Street
Chicago, IL 60611 -Tel. #312/280-2162

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309 -Tel. #404/815-5765

Girl Scouts of the USA
420 Fifth Avenue, 15th Floor
New York, NY 10018 -Tel. #212/852-8000

Reading Is Fundamental (RIF)
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024 -Tel. #202/287-3220

First Book
1319 F Street, NW, Suite 500
Washington, DC 20004
Tel. #202/393-1222

B'nai B'rith Youth Organization
1640 Rhode Island Avenue, NW
Washington, DC 20036 -Tel. #202/857-6633

Everybody Wins! Foundation
165 East 56th Street
New York, NY 10022 -Tel. #212/832-3180

Phi Beta Sigma Fraternity
145 Kennedy Street, NW
Washington, DC 20011 -Tel. #202/726-5424

Book PALS
(Performing Artists for Literacy in Schools)
Kim or David Starzyk -Tel. #213/549-6709

Hadassah
50 West 58th Street
New York, NY 10019
Tel. #212/303-8042; Contact: Carole Curtis

How Can I Obtain Reading Resources Now?

A variety of helpful reading related publications are available on the Internet from the U.S. Department of Education's web site, <http://www.ed.gov>. These resources include activities for reading and writing with children, tips on how to start a tutoring program, and a directory of organizations involved in literacy. **In addition, reading related information and materials are available by calling 1-800-USA-LEARN (1-800-872-5327).**

What Are Other Organizations That Can Serve As Literacy Resources?

Organizations having services that can be useful to your literacy efforts include:

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
Tel. #302/731-1600 ext. 293

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
Tel. #412/341-1515

Parents as Teachers National Centers
10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
Tel. #314/432-4330

Pizza Hut's Book It! Program
9111 East Douglas
Wichita, KS 67201

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
Tel. #502/584-1133

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
Tel. #1-800-94-ACORPS

HIPPY USA
Teachers College Columbia University
Box 113
525 West 120th Street
New York, NY 10027
Tel. #212/678-3500

Books and Beyond
309 North Rios
Solano Beach, CA 92075
Tel. #619/755-3823

Extra help in reading during the school day -- Title I and Even Start
Contact your State Department of Education or the U.S. Department of Education, 202-260-0826.

Extra help for students with disabilities -- Special Education
Contact your State Department of Education or the Office of Special Education Programs at the U.S. Department of Education, 202-205-5507.

AMERICA GOES BACK TO SCHOOL 1997

Thirty years of research show that family and community involvement in education can make a significant difference in children's learning. A survey by *Money* magazine found that the factor that determined the best school districts in the country was the amount of support received from parents and the communities. The AMERICA GOES BACK TO SCHOOL initiative encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to become more actively involved in improving education in their communities.

This important annual effort focuses attention on improving education across America during the back-to-school period of August through October. Currently entering its third year, the initiative is sponsored by the U.S. Department of Education and the more than 3,000 family, education, employer, religious, and community group members of the Partnership for Family Involvement in Education.

Every American town faces problems in education that they need to address to confidently move forward into the 21st Century. While each community has its own special concerns, there are a number of issues that are common across the country. President Clinton laid out many of these in his 1997 State of the Union address:

- ✔ Setting high standards in all the core subjects, and participating in national assessments in reading and math.
- ✔ Making sure there's a talented and dedicated teacher in every classroom.
- ✔ Helping every student to read independently and well by the end of the 3rd grade and building on that foundation in the later grades.
- ✔ Promoting parent involvement in children's learning and offering early childhood programs.
- ✔ Expanding public school choice and accountability in public education.
- ✔ Making sure our schools are safe, disciplined and drug-free, and instill basic American values.
- ✔ Modernizing school buildings.
- ✔ Preparing students academically for college and open the doors of college to all who work hard and make the grade.
- ✔ Helping adults improve their education and skills.
- ✔ Connecting every classroom and library to the Internet by the year 2000 and helping all students become technologically literate.

Last year, thousands of individuals got involved with their local schools and communities to help improve education. This year, we encourage every American to join us in answering the President's Call to Action. Come on America. . . let's go BACK TO SCHOOL! For more information about AMERICA GOES BACK TO SCHOOL 1997, call **1-800-USA-LEARN** or visit <**www.ed.gov/Family/agbts**>

"If we are going to seize the promise of our times and educate our children so they can keep their dreams alive, we must all work together. Not government alone, not individuals alone, but as parents and children, employers and employees, teachers and students, community leaders and community members, as government and citizens. We must renew our schools so every American child has the opportunity to get the best possible education for the 21st century." -- *President Bill Clinton*

1997 Chair: **Richard W. Riley**, U.S. Secretary of Education
Co-chairs: **Tipper Gore**, Family/Child Advocate
Michael Keaton, Actor
Lois Jean White, President, National PTA
Thomas H. Kean, President, Drew University, Former Governor

PARTNERSHIP
for Family
Involvement
in Education

Character Education Partnerships

How can parents, educators, and local school districts begin to work together toward a common goal of promoting good citizenship and character among youth? Four states, North Carolina, Connecticut, Maryland, and Washington recently received grants totaling nearly $1 million dollars from the U.S. Department of Education to help launch a partnership between the state education department and one or more local school districts to establish character education programs for youth, U.S. Secretary of Education Richard W. Riley announced June 8, 1996 at the White House Conference on Character Education.

"Clearly we can all agree about the importance of teaching our children, both as individuals and as members of society, the importance of common values such as respect, responsibility, trustworthiness, and citizenship," Riley said. "This support will help these states bring communities -- including students, parents, educators and others -- together to identify common values to help put children on the right course."

Parents, students, and community members, including private and nonprofit organizations, can participate in the design and administration of the program. The character education partnerships will help states work with school districts to develop curriculum materials, provide teacher training, gauge and build a community consensus on common values, involve parents in character education and integrate character education into the curriculum.

The projects, under the Partnerships in Character Education Pilot Project Program, will be evaluated to determine their success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement. States are also asked to establish a clearinghouse for the distribution of materials and information about character education.

The four projects were selected from 27 eligible applicants, with grants totaling $996,190 for FY 1996. The Partnerships in Character Education Pilot Project is authorized under Title X, Part A, Section 10103 of the Elementary and Secondary Education Act as amended.

The **North Carolina** Partnership in Character Education includes three school districts (Charlotte-Mecklenburg, Cumberland, and Wake) and the North Carolina Center for the Prevention of School Violence. The partnership plans to develop a model program that builds on the strengths and expertise of the partners, promotes the development of citizenship and character, and can be used throughout the state. The objectives are to build communitywide consensus for character education; solicit, increase, and sustain community and family involvement in developing and implementing a character education program; improve the school learning climate; integrate elements of character education throughout the curriculum; and make character education materials available to schools. For more information on the North Carolina project, contact Mr. Doug R. Robertson, 919-715-1877.

The **Maryland** Partnership in Character Education will establish a consortium of the state and five local school districts: Baltimore City, Baltimore, Calvert, Frederick, and Prince George's counties. The goal of the partnership will be to foster a safe and orderly environment for students by providing them with skills for personal interaction based on desired character elements. The plan calls for the development of five different demonstration models at the district level; the state will concentrate on dissemination, networking, training, and curriculum development. Maryland plans to supplement their grant with funds from local sources. For more information on the Maryland project, contact Eileen Oickle, 410-767-0345.

In **Connecticut**, the state department of education will collaborate with the Character Counts! Connecticut Coalition and four school districts -- Clinton, New Britain, Norwalk, and Region #12 -- the first year to promote character education throughout the state. The project aims to add to the number of schools offering character education programs, with a goal of including all schools; infuse promising character education concepts and practices into interested schools; build a statewide commitment for character education through the involvement of diverse organizations and participants in coalitions and advisory councils; and increase the number of parents involved in education. Connecticut plans to supplement their grant with funds from local sources. For more information on the Connecticut project, contact Mrs. Barbara M. Westwater 860-566-5684.

The **Washington** consortium will include the Center for the Improvement of Student Learning, the Center for Ethical Leadership, ESD 112 in Vancouver, Puget Sound ESD, the Seattle Indian Center, the Washington State Migrant Council, the Yakima Valley Farm Workers Clinic, and three school districts: West Valley, Seattle, and Toppenish. The goals of the project are: (1) to develop a replicable procedure for facilitating community forums that identify values and the roles of parents and schools in teaching values; (2) to develop modular units of instruction for teaching values; (3) to construct staff development units that stand alone or parallel the modular units of character education developed in the second goal; (4) to expand the number of participating character education partners into a network; and (5) to provide a central resource for dissemination and exchange of materials developed in the project. For more information on the Washington project, contact Tom R. Hulst, 360-664-2534. In FY 1997, the Department funded four additional projects from the 27 eligible applicants the 1996 competition, with grants totaling $999,524. The grantees are Missouri, Kentucky, New Jersey, and South Carolina.

The **Missouri** Department of Elementary and Secondary Education will establish a partnership with three pilot schools in the Jennings School District, the Missouri School Boards Association, the Cooperating School Districts of Saint Louis, and the University of Missouri at Columbia. The program name will be the Show Me Character Education Partnership and will build on the Personal Responsibility Education Process (PREP) used in Saint Louis since 1988. The evaluation plan calls for three different kinds of activities: (1) documentation of data from the projects; (2) process evaluation, including planning, professional development, and dissemination; and (3) studies of outcomes, including the numbers of schools that implement PREP, student behaviors, staff morale, and community support. In addition to FY 1997 federal funding, the state plans to spend an additional $47,689 from other sources the first year and $609,201 from other sources over the life of the project. For more information on the Missouri project, contact Nancy H. Worts, 573-751-7602.

The **Kentucky** Department of Education (KDE) will form a partnership with eight rural schools under the management of the Ohio Valley Educational Cooperative (OVEC), a consortium of 13 school districts in north-central Kentucky. The program will be built around 10 character traits, the six elements in the legislation, caring, citizenship, justice and fairness, respect, responsibility, trustworthiness, plus courtesy, human worth, knowledge, and self discipline. Each school's program will include teaching strategies on how teachers might include the 10 character traits in the curriculum and how students, parents, and the community will be involved in the program. The KDE will contract with an outside evaluator to develop evaluation tools and procedures, collect and analyze data, and make recommendations for modifications. The program objectives have evaluation measures written into each objective. In addition to FY 1997 federal funding, the state plans to spend an additional $78,040 from other sources the first year and $276,880 from other sources over the life of the project. For more information on the Kentucky project, contact Ms. Rhonda Bailey, 502-564-3301.

The **New Jersey** Department of Education will work with the Newark School District and the Newark Do Something Fund, a community development agency, to develop an urban pilot project in character education. Through the state's Core Curriculum Content Standards, the program intends to infuse character education into the curriculum renewal process in the 62 Newark schools that have any combination of grades K-8. The Department of Education also plans to establish the New Jersey Character Education Network that will provide public and private schools a range of character education strategies, procedures, and program designs. The state will hire an outside evaluator to design and carry out all evaluation activities. The evaluation will be built around the five project goals: infusion of character education into the curriculum renewal process; development of a school-community partnership; adaptation of the Newark model by Jersey City and Paterson; adoption by local school district partners; and facilitating and promoting adoption. For more information on the New Jersey project, contact Philip Brown, 609-292-0321.

The **South Carolina** State Department of Education will form a partnership with four school districts to serve as pilot sites for the statewide transformation of South Carolina's schools. These four represent urban, small rural, and large rural districts. The districts plan to provide extensive professional development opportunities for teachers, use published character education materials innovatively, and have technology play a major role in facilitating the exchange of information among the districts. The state plans an external evaluation of the partnerships through the Center for Child and Family Studies at the University of South Carolina. The evaluation will focus on traditional variables, such as, attendance, numbers of suspensions, numbers of violent incidents, and school climate. For more information on the South Carolina project, contact Dr. W. Ben Nesbit, 803-734-8574. In 1995, the U.S. Department of Education also funded four projects that were selected from 17 eligible applicants, with grants totaling $860,997 for FY 1995. For FY 1996, the amount for the original four grants totaled $805,157. The grantees are California, Iowa, New Mexico, and Utah.

The **California** Department of Education is in partnership with the Sacramento County Office of Education, five elementary schools in five different districts that are members of the California Alliance for Elementary Education, and the Center for Civic Education. The goals of the Character Education Project focus on student achievement in the following areas: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness. The objectives for the four-year project are: (1) create a data base on character education; (2) give technical assistance to the pilot schools for planning; (3) ensure diversity in staff, students, and geographic locations of the pilot schools; (4) expand the focus of the programs to include 30 schools; (5) provide opportunities for other public and private schools to utilize the resources developed; (6) disseminate information; (7) establish a clearinghouse on character education; and (8) evaluate the program. The evaluation plan calls for the SEA to contract with its Research, Evaluation, and Technology Division to conduct an ongoing process and outcome evaluation of the project. A comprehensive evaluation report will be provided at the midterm and at the end of the project. In terms of outcomes, multiple measures will be used throughout the project to assure the reliability of findings. Among other variables, the evaluation will look at student scores, attendance, extracurricular activities, discipline, parental and community involvement, faculty and administration involvement, morale, and student, staff, and parent perceptions of the impact of character education on daily activities and behavior. For more information on the California project, contact Dr. Diane L. Brooks, 916-657-3711.

The **Iowa** Character Education program includes twenty-six school districts in north-central Iowa that are served by the Northern Trails Area Education Agency (NTAEA). Three major outcomes are proposed: (1) to incorporate positive character qualities into all levels of the existing education program in all pilot schools, (2) develop and implement a communitywide process to seek input on the character traits listed in the act and additional traits as identified by local stakeholders, and (3) to work with and train a wide variety of community groups and organizations to ensure that the character traits taught in schools are also modeled in local communities. The evaluation plan presumes that the twenty-six districts are committed to infusing the character traits identified by each local district. The districts will conduct surveys to determine the current attitudes, conduct and perceptions of students, parents, teachers, support staff, administrators, and community members. They will also assess a wide variety of activities traditionally associated with school climate, such as, discipline problems, parent and community involvement, participation in extracurricular activities, and morale. The results of these assessments will serve as a baseline. They will conduct these same assessments at least annually and compare the results with all previous evaluations. For more information on the Iowa project, contact Pat Conn, 515-357-6125

The **New Mexico** State Department of Education has established the Partnerships in Character Education Pilot Projects with the Albuquerque Character Counts Coalition of five public school districts, including rural, urban, and suburban districts. The goals of the partnership are: (1) raise awareness for character education in New Mexico; (2) involve youth in the promotion of character; (3) utilize the "Character Counts" program as a means of supporting students as they strive to meet the challenging state content standards. A comprehensive three-year plan is outlined in the proposal. The evaluation plan calls for formative evaluation to shape and modify the plan over the duration of the project. It also calls for a comprehensive summative evaluation by an external evaluator. The evaluator will use a three tiered approach that will examine the system, the program, and the participants' levels of understanding within each component of the plan. Further the evaluation will look at training, the degree of program implementation at school sites, development of materials and products, and the number of new participants, including Native American schools and communities. For more information on the New Mexico project, contact Patricia Concannon, 505-827-6525.

The **Utah** Community Partnership for Character Development program includes seven school districts, Utah State University, and the Joseph P. Kennedy Foundation. They plan to involve additional rural districts. The six major objectives of the program are: (1) have the community articulate a common philosophy; (2) empower school-community teams to adapt the philosophy; (3) through the SEA, implement staff development; (4) create character development instructional methodologies, learning strategies, and curriculum; (5) provide for statewide expansion of partnerships; (6) develop and implement a comprehensive evaluation plan. The evaluation plan calls for an outside evaluator who will work in cooperation with the stakeholders. This plan has two objectives: (1) to assess the model as an application to foster the desired elements of character in students; and (2) to understand the factors and conditions related to ongoing development and implementation of the model so that decision makers can refine and encourage others to replicate the model. For more information about the Utah project, contact Kristin Fink, 801-538-7948.

For more information about Partnerships in Character Education Pilot Projects under the Department's Fund for the Improvement of Education, contact:

J. Stephen O'Brien
555 New Jersey Avenue NW
Washington, DC 20208-5643
202-219-2141 (voice)
202-219-1407 (fax)
Steve_O'Brien@ed.gov

Family Involvement: What You Can Do

There are many ways that schools, families, and local communities can work together. *America Goes Back to School* is a Department of Education publication that outlines seven action areas for family and community participation. *Reaching All Families: Creating Family-Friendly Schools* offers a more in-depth look at ways schools can reach out to communities. The seven areas are briefly described below, along with concrete examples of the kinds of things that communities are doing across the nation. For a free copy of *America Goes Back to School: Get Involved!* or *Reaching All Families:Creating Family-Friendly Schools*, call 1-800-USA-LEARN.

A more personalized school opening — The first few days of each school year are a special time. The value of these days could be maximized by organizing a schedule before school begins around brief teacher-parent-student meetings so that everyone gets to know each other before the first bell rings. When the teacher and student begin the first day of school, each will be acquainted with one another. The new year also provides an opportunity to start fresh with an agreement or discussion among parents, teachers, and students on learning goals. These discussions give a chance for students to see their parents and teachers working together–on their behalf–from the beginning of the school year.

School-Family Compacts—Learning and discipline contracts outlining a parent's responsibilities are nothing new. What is new are school-family compacts, a written agreement indicating members of the school community who will share responsibility to improve student achievement. Compacts provide a new opportunity to help bring together parents, teachers, principals, and community leaders to build a local partnership to help children learn.

Every school receiving Title I funds will develop a building level compact. It will be created by individual school communities in response to their own needs. Compacts outline the goals, expectations, and shared responsibilities of schools and parents. They can stimulate discussions between teachers and parents about how to improve student performance. Every school might consider embarking on the good practice of school-family compacts. And, because community members are important partners in student success, compacts can outline the responsibilities of schools, families, students, and community members.

Secretary Riley's Seven Good Practices for Families:

Inventory how the family uses its time in order to find more time so the family can learn together;

Committing to high standards and setting high expectations to encourage children to reach their full potential;

Limiting television viewing on a school night to no more than two hours;

Reading together;

Encouraging children to take academically challenging courses and scheduling daily tir to ensure that homework is completed;

Making sure children attend school every day;

Talking directly to middle school students and teenagers about drugs, alcohol, and the values each family deems important.

BEST COPY AVAILABLE

Principal for the Day—There are many school systems throughout the country that bring community and business leaders into their schools by sponsoring Principal for the Day activities every year. Perhaps the largest such event is held in New York City where close to 1,000 volunteers shadow a principal for a day to experience firsthand the role of a principal managing a public school. In fact, New York City has developed an entire handbook that can walk any school system through planning, implementation, and follow-up to their event.

The benefits of bringing the community and business leaders into the school are enormous. Leaders experience firsthand the day-to-day management of the school and the caliber of students in the system, thus fostering support for schools and education. Local leaders are often much more willing to invest additional time, money or materials in the schools when they begin to develop a sense of ownership in a school. Finally, school leaders benefit from the perspective, advice, and guidance of successful business leaders.

Adopt-A-School—The Adopt-a-School notion is not new. Community groups and businesses have been adopting schools for over a decade. But there has been a recent change in the outlook by schools and the community in understanding that educating our young people is everybody's business. Adopt-a-School functions are moving beyond donating equipment, providing refreshments for school events, or building playgrounds — although each of these is important in its own way — to undertaking activities that will help children learn. For a full range of activities for families, community groups, and employers, call 1-800-USA-LEARN for the *America Goes Back to School* Partners' Activity Kit, 1996-97.

Netday—Involve your school in Netday, a nationwide effort to connect all classrooms to the Internet. Modeled on the successful California Netday, volunteers in communities around the country will help hard-wire classrooms. President Clinton described California Netday as a "modern version of an old-fashioned barn raising" because of the event's many volunteers. "All of us are here today because we know, purely and simply, that every single child must have access to good software and good teachers and, yes, to the Internet," he said. You can become a part of this effort by contacting the following address: 2601 Mariposa Street, San Francisco, CA, 94110-1400. The e-mail address is **netday@kqed.org**, and the web site is **http://www.netday96.com**. The phone number is (415) 553-2311.

Open House—Open houses are a traditional way for schools to share information about their programs with all parents, families, and members of the community, especially during the back-to-school months. They also present a great way to welcome families and community members to the school.

Open houses work best if they are scheduled more than once a year and at times when there is low calendar conflict. For example, open houses at an elementary school should not be held on the same night as a middle school or high school in case parents have children in several grade levels. Open houses also need to be scheduled to accommodate teachers who are parents. When districts hold their open houses all on the same evening, parents with more than one child and teachers with children have a difficult time meeting with their children's teacher.

Schools need to attend to the three "Ps" to make open houses successful — publicity, planning, and preparation. A carefully thought out publicity campaign is essential to set an expectation that all families of students will attend. Open houses must also meet the real needs of parents, by providing opportunities such as meeting the principal and sharing one-to-one communication with their child's teachers.

Plans will need to be made to accommodate the transportation, child care, and translation needs of some parents. Finally, consider tailoring your open house around the activities found in *America Goes Back to School*. Call 1-800-USA-LEARN to get information about this year's America Goes Back to School Activities.

Family Information and Resource Centers—Family Information and Resource Centers in schools can support parents as both learners and teachers. They often provide education materials, arrange training and informal meetings, and even refer parents to other community services. These centers provide a place where parents, volunteers, and school staff can come together to share ways to assist children's at-home learning. Some centers actually run "Parent Universities" where family members can attend workshops held by community members on a range of topics. Centers try to offer a place where parents can share information in a non-threatening environment. Some schools run their volunteer programs out of the center. Others provide office space and supplies for the local PTA.

Voicemail and Interactive Telephone Technologies—Schools are setting up interactive electronic mailbox service accessed via the telephone that allow teachers to leave daily messages for parents about the school and the night's homework assignment. Parents or students can also leave messages for teachers about assignments. In addition to teacher mailboxes, voicemail systems allow parents to access messages from the principal, the PTA, the cafeteria, and school professionals such as counselors and curriculum specialists.

With this system in place, parents can find out about their child's homework, upcoming PTA functions, awards dinners, school dances, lunch menus, testing schedules, or sports events in just one phone call. Messages can also be recorded in several languages so that non-English speaking parents can keep up with their children's course work and school activities.

Snapshots: Communities on the Move

This section provides specific information about what communities are doing all across the country to promote education.

San Antonio 2000's "The Co."

A unique public-private partnership serving more than 60,000 young people is helping San Antonio, Texas, to meet National Education Goal Six: safe, disciplined, and drug-free schools. Throughout the school year and in the summer months, young people in the city can take advantage of a recreational program that gives them a positive alternative to gang activity.

The Coalition —or simply "The Co."— offers thousands of hours of recreational programming, field trips, special events, and benefits to San Antonio's youth ages 6 through 19. Free membership entitles young people to programs and services from affiliated agencies such as the Parks and Recreation Department, YMCA, the Boys and Girls Clubs, the Boy and Girl Scouts, the Police Athletic League, and numerous social service agencies. San Antonio's Transit Authority provides free transportation for all "The Co." members, Sea World contributes free field trips, and local universities grant scholarships to sports camps held at their facilities. In addition, there are over 40 businesses offering discounts for clothing, food, entertainment for "The Co." members. For more information, contact San Antonio Parks and Recreation at (210) 299-8452.

Cleveland/Bradley County 2000 Tackles Goal Five

In East Tennessee, Cleveland/Bradley County 2000 has enlisted the aid of several prominent businesses, including Magic Chef, Inc., Wal-Mart, The Cleveland Bank and Trust, Eaton Corp., as well as parent-teacher organizations, student advisory groups, and members of the community at large in its efforts to ensure citizens are literate and prepared for the demands of the world economy.

With some special help from Magic Chef, Cleveland/Bradley County 2000 is working to improve the vocational courses taken by about 75 percent of the local seventh- and eighth-graders. Work has begun to create 20 new educational modules to train students in their selected profession. Modular vocational programs emphasize problem solving, self-management, small group work, communication skills, and uses existing technology to teach students about technology.

The community has also created a video promoting adult literacy, set to a popular song "Billy Can't Read," now in use in several of Cleveland/Bradley schools and at local conferences. Plans are underway for a benefit concert whose proceeds will go to a GED Scholarship Fund for the many adults who cannot afford the GED preparation and test fees. For more information, contact Don Munson, manager, Wal-Mart, Keith Street, Cleveland, TN 37320.

Independence, Missouri, Focuses on Families

For GOALS 2000: Educate Independence (Missouri), reaching Goal One—All children ready to learn—is a family affair. Of the wide range of programs and services provided to help prepare children for school, most focus on helping parents and families to be better teachers.

In addition to national programs such as Head Start, Even Start, and Parents as Teachers, Independence has developed a number of "homegrown" programs that integrate services for children and families, including the Direction Service Center, a nonprofit information and referral agency for parents, a support network for family child care providers, and a system of preschool-age child care.

The "Practical Parenting Partnership" begun last year in three elementary schools, trains mothers and fathers to assist other parents in helping their children develop a stronger healthier self-concept. The district eventually plans to spread program out to all thirteen elementary schools in the area.

"Reading and Dads," or RAD, was initiated in response to the growing need to include fathers in the education of their children. Through this program, dads come to school during the work day and read to their children.

To learn more, contact James M. Caccamo, Ph.D. at The Office of Special Programs, 1231 South Windsor, Independence, Missouri, 64055. (816) 833-3433.

Boulder Valley 2000: Focusing on Young Children

The Boulder 2000 project has been working on National Education Goal One: All children ready to learn. In this Colorado community, the effort will concentrate on helping parents in their role as their children's first teachers. Specially designed book packs have been distributed to teen parenting classes, expecting parents who take classes at hospitals, and a clinic in the mountains for expecting parents. Businesses in the community have come together to provide books, pamphlets, and t-shirts for the packs.

Six community bookstores donated picture books for children. The local McDonalds donated 200 pamphlets in both English and Spanish that listed books promoting early learning as well as tips for parents on how to read to kids. Paine Webber printed "begin with books" on infant t-shirts donated by the local Wal-Mart.

The Bushnell Theater in Hartford, CT

The Bushnell Theater has developed an arts in education program for schools in three area school districts called "PARTNERS – Partners in Arts and Education Revitalizing Schools." The program combines the work of over fifty arts, education, corporate funding and community organizations and individuals. Their integrated, sequential education program utilizes the arts to improve skills in literacy and understanding of diverse cultures, and sponsors a series of family events both in and outside of schools. (Call Douglass Evans, (203) 527-3123).

Arts in Community Education, Milwaukee, WI

The Milwaukee Symphony sponsors the Arts in Community Education program, which brings together 18 schools, individual artists, parents, and nine other community performing arts groups who see the arts as vital to education reform and higher academic standards. The program is integrated with each school's basic curriculum by arts as well as non-arts teachers, and a strong assessment component is demonstrating its significant impact on students' learning. Now in its fourth year, ACE is increasing its teacher preparation, planning and feedback components. The assessment is also showing that parents are learning along with their children and are interested in being more involved with the program. (Call Mary Wayne Fritzsche, (414) 291-7610.)

BEST COPY AVAILABLE

Parental Involvement Programs

At-Risk Students

Dropout Prevention Demonstration Assistance

This program provides financial assistance to local education agencies, education partnerships and community-based organizations to establish and demonstrate effective dropout prevention and reentry programs. Funds may be used for activities directly related to reducing the number of children that do not complete their elementary and secondary education. Not more than five percent of any grant may be used for administrative funds to supplant funds that would, in the absence of Federal funds, be made available from nonfederal sources for the activities that assistance is being sought.

Local education agencies, community-based organizations, and education partnerships may apply for funds to provide services to student dropouts, students at-risk of dropping out, and students reentering school.

Valerie T. Grant
Equity and Educational Excellence Division
Office of Elementary and Secondary Education
600 Independence Avenue, SW
Washington, DC 20202-6346
(202) 260-2612

National Early Intervention Scholarship and Partnership

This partnership program provides grants to states for: (1) statewide early intervention programs to aid low-income at risk students in preschool, elementary, middle and secondary schools; and (2) postsecondary educational financial assistance to eligible low-income students to attend institutions of higher education. The program awards grants to states for early intervention programs and postsecondary education scholarships for at- risk and priority students.

Only states and U.S. territories are eligible to apply. A single agency within the state government must be designated as being responsible for administering the program.

Fred H. Sellers
Policy Development Division
Policy, Training, and Analysis Service
Student Financial Assistance Programs
Office of the Assistant Secretary for Postsecondary Education
Department of Education
Washington, DC 20202-5447
(202) 708-4607

School, College, and University Partnerships

This program encourages partnerships between institutions of higher education and secondary schools to support programs that improve the high school retention and graduation rates of low-income and disadvantaged secondary school students, improve their academic skills, and prepare them for programs of postsecondary education, or gainful employment following graduation from school.

Funds may be used to support programs that use college students to tutor secondary school students for the following purposes:

- improving their basic academic skills;
- increasing the understanding of specific subjects by secondary school students;
- involving secondary school students in community service and learning projects;
- improving the opportunity for secondary school students to continue a program of education after graduation; and
- increasing their employment prospects.

Applicants for funding may be an institution of higher education, a state higher education agency, or a consortium of these, that must enter into a written partnership with a local education agency. In addition, the partnership may include businesses, labor organizations, professional associations, community-based organizations, public television stations or other telecommunications entities, or other public or private agencies or associations. A grantee must request federal funding of at least $250,000 per year.

This program will serve predominantly low-income communities; educationally disadvantaged students; students with disabilities; potential dropouts; pregnant adolescents and teen parents; children of migratory agricultural workers or migratory fishermen; and students whose native language is other than English.

Frances Bergeron
Division of Student Services
Office of Postsecondary Education
U.S. Department of Education
Suite 600D, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202-5249
(202) 708-4804

Bilingual Education

Bilingual Education—Comprehensive School Grants

The Comprehensive School Grants program is designed to develop schoolwide programs for limited English proficient students that reform, restructure, and upgrade all relevant programs and operations within an individual school that has a concentration of limited English proficient students. Projects are to assist in the development of schoolwide programs that reform, restructure, and upgrade all relevant programs serving a high concentration of limited English proficient students.

BEST COPY AVAILABL

Bilingual Education—Program Development and Implementation Grants

This program's objectives are to develop and implement new comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited English proficient students, including programs of early childhood education, kindergarten through twelfth grade education, gifted and talented education, and vocational and applied technology education. It is designed to improve the education of limited English proficient students and their families by implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children. Projects funded under this program will also improve the instructional program by identifying, acquiring, and upgrading curriculum, instructional and educational software, and assessment procedures, compensating personnel (including teacher aides who have been specifically trained, or are being trained), providing services, and providing tutorials and academic career counseling for children and youth of limited English proficiency.

Local education agencies may apply for funds under this program.

John Ovard
Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 205-5576

Immigrant Education

The Immigrant Education program provides assistance to states for education services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. States provide funding to those local education agencies (LEAs) whose enrollment of immigrant children in elementary and secondary public and nonpublic schools is at least 500 or 3 percent of total enrollment. To be counted, immigrant children must have been enrolled in U.S. schools for less than three years.

Funds may be used to:

- provide supplementary education services for immigrant children to achieve a satisfactory level of performance
- provide basic instructional services directly attributable to the presence of immigrant children and
- provide in service training for personnel instructing immigrant children

State education agencies are eligible to apply for a grant. U.S. Territories are also eligible to apply.

Ms. Harpreet Sandu
Office of Bilingual Education and Minority Languages Affairs
Department of Education
Room 5615, Switzer Building
330 C Street, SW
Washington, DC 20202
(202) 205-9808

Child Care/Early Childhood Education

Child Care and Development Block Grant

This program makes grants available to states, territories, and tribal governments to assist low-income families with child care services. The purpose of the program is to increase the availability, affordability, and quality of child care and to increase the availability of early childhood development and before- and after-school programs.

At least 25 percent of the funds must be used as follows:
- not less than 75 percent must be used for early childhood development and before- and after-school care;
- not less than 20 percent must be used for quality improvement activities;
- the residual funds can be used at the grantee's discretion for the above activities.

Grantees must use the remaining funds (up to 75 percent of the total funds) for direct child care services and quality improvement activities. Contact regional administrators (listed in appendix VIII). Headquarters contact:

Sue Sosler
Child Care Bureau
Administration on Children, Youth and Families
Department of Health and Human Services
200 Independence Avenue, SW
3rd Floor, Room 352-G
Washington, DC 20201
(202) 690-5660

Child Welfare Services Training Grants

The purpose of this program is to develop and maintain an adequate supply of qualified and trained personnel for the child welfare field, and to improve education programs and resources for preparing personnel for this field. Grants are made to accredited public or other nonprofit institutions of higher learning for special projects for training personnel for work in the field of child welfare.

Awards are made to institutions of higher learning.

Contact: Regional Administrator, Administration for Children, Youth and Families, (appendix VIII). Headquarters contact:

Marc Mannes
Children's Bureau
Administration for Children and Families
P.O. Box 1182
Washington, DC 20013
(202) 401-7626

Comprehensive Child Development Centers

The objectives of this program are to plan for and carry out projects for a five-year period to provide intensive, comprehensive, integrated, and continuous support services for infants, toddlers, and preschoolers from low-income families to enhance their intellectual, social, emotional, and physical development and provide support to their parents and other family members. Grants are provided for carrying out projects for intensive, comprehensive, integrated and continuous support services for infants, toddlers, and preschoolers from low-income families.

Applications are only accepted after the publication of a request for proposal through a Federal Register Announcement. Eligible entities include:

- a Head Start agency
- an agency that is eligible to be designated as a Head Start agency under the Head Start Act
- a community based organization
- an institution of higher education
- a public hospital
- a community development corporation
- a public or private nonprofit agency or organization specializing in delivering social services to infants or young children

Mary Bogle
Administration for Children and Families
P.O. Box 1182
Washington, DC 20013
(202) 205-8891

Even Start—State Education Agencies

Even Start provides family-centered education projects to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents. These formula grants are used primarily for such activities as recruitment and screening of children and parents, design of programs, instruction of children and parents, staff training, and coordination with other programs.

Under this program, the state education agencies (SEAs) are the primary fund recipients. However, the program is administered by subgrantees that are local education agencies (LEAs) applying to their SEAs in collaboration with community-based organizations, public agencies, institutions of higher education or other nonprofit organizations. Any of the latter, with demonstrated quality, may apply in collaboration with an LEA. Parents eligible for participation under the Adult Education Act and their from birth to seven-year-old children if they reside in an elementary school attendance area designed for participation in the program benefit.

Donna Conforti-Campbell
Compensatory Education Programs
Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6132
(202) 260-0996

Even Start—Indian Tribes and Tribal Organizations

The Even Start Program for Indian Tribes provides family-centered education projects to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents. Funds for this program are used primarily for such activities as recruitment and screening of children and parents, designing of program instructions for children and parents, training staff, and coordinating with other programs. Federally recognized Indian tribes and tribal organizations may apply.

Donna Comforti-Campbell
Compensatory Education Programs
Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6132
(202) 260-0996

Even Start—Migrant Education

The Migrant Education Even Start program provides family-centered education projects to help parents of migratory children become full partners in the education of their children, to assist migratory children in reaching their full potential as learners, and to provide literacy training for their parents. Funds appropriated for this program are used for such activities as recruitment and screening of children and parents, design of programs, instruction of children and parents, staff training, and coordination with other programs. They are used exclusively for parents who are migratory agricultural workers or fishers.

Bayla White
Migrant Education Program
Office of Elementary and Secondary Education
Department of Education
600 Independence Avenue, SW
Portals Building, Room 4104
Washington, DC 20202
(202) 260-1164

Grants to States for Planning and Development of Dependent Care Programs

This program assists states in the planning, development, establishment, operation, expansion, or improvement of services related to dependent care resource and referral, and services related to school-age child care before and after school. Forty percent of a state's funds will be available for activities related to resource and referral systems for dependent care services and 60 percent for operating, planning, and establishing school-age child care. No more than 10 percent may be used for administrative costs. States may request a waiver of the percentage requirements. Funds may not be used to make cash payments to intended recipients of services, subsidize direct provision of services, or for construction or renovation.

This is a formula grant program available to states, Puerto Rico, the District of Columbia, Guam, American Samoa, Commonwealth of the Northern Marianas, the Republic of Palau, the Federated States of Micronesia; the Republic of the Marshall Islands and the Virgin Islands.

Helen H. Smith
Children's Bureau
Administration for Children and Families
200 Independence Avenue, SW
Washington, DC 20013
(202) 690-6782

Parent Involvement and Input in Department of Defense Schools

Goal 8 of the Department of Defense Education Activity (DoDEA) Community Strategic Plan states: *"By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."* Goal 10 of the plan calls for building a shared decision-making process that includes representatives from all DoDEA constituencies to create an organizational infrastructure *"to support and to enhance the teaching and learning process."* DoDEA is implementing a multi-faceted school-home partnership and school improvement process which will move the organization toward these goals. DoDEA's efforts to maintain open communication with parents, communities, and military commands are ongoing.

In addition to the types of Parent-Teacher organizations and volunteer opportunities found in most civilian school districts, DoDEA provides the following means for parental participation, information, and input:

1. School Improvement Teams (SITS)—The school improvement process is a component of systemwide accountability for the DoDEA Community Strategic Plan. It is also used as a basis for the improvement process required by the school accreditation associations. Each school's School Improvement Team is made up of representatives of all stakeholders: the principal, three teachers, two parents [one selected by the School Advisory Committee (DoDDS only) and one from members of the school's PTSA/PTO/PTA], a representative of the military command, and a student from the Middle and/or High School Student Council. The School Improvement Teams are charged with soliciting input from all segments of the school community prior to developing the School Improvement Plan (SIP), monitoring the implementation of the plan, and keeping the community informed about the progress of the school improvement process. Parents are encouraged to follow the work of the team and to participate in the planning and evaluation process.

2. DoDDS School Advisory Committees (SACs) were created by Congress to provide community input on the operation of overseas schools. SACs are composed of locally elected parents, students, professional school employees, and military members who advise the school principal about all local school-related matters, to include budget execution, curriculum policies, and support functions. When two or more schools operate on a military installation, the Installation Advisory Committee (IAC) deals with issues generally related to facilities or logistical support provided by the military. Issues that are not resolved at the local level are elevated through a DoDDS chain of command to the Advisory Council for Dependent Education (ACDE) and through a military chain of command to the Dependents Education Council (DEC).

40

3. School Home Partnership (DoDDS) is designed to promote a collaborative relationship between families and school personnel to support and promote practices in the home and at school that improve children's learning and performance. Key to improving this partnership is the appointment of a Key Communicators Team at each school made up of one teacher and one parent. The Key Communicators offer training for both parents and staff in raising the level of parent involvement and promoting home/school collaboration. Parents of DoDDS students had a major role in developing the types of training to be offered by Key Communicators and the DoDEA School Home Partnership Staff. (A detailed description of the School Home Partnership is provided in the next section.)

4. Panama School-Based Management (SBM) Pilot began in school year 1995-96 to increase local stakeholders' role in making fiscal, logistics, education, manpower, personnel, and professional development decisions at their schools. Parents are represented on each local SBM committee. The basic idea behind SBM is a school will be most responsive to students' needs if the people closest to the children are allowed to make decisions about the school. The pilot was scheduled to end at the end of the 1996-97 school year. After evaluation, a decision will be made as to whether the project should be continued.

5. DoD Domestic Dependent Elementary/Secondary Schools (DDESS) School Boards are authorized to *"participate in the development and oversight of fiscal, personnel, and education policies, procedures, and programs for the schools."* Board members are elected by the parents of children attending DoDDDESS schools. Boards hold monthly meetings open to the public. School boards may also submit formal appeals regarding decisions made by DoDDDESS headquarters.

6. Parent Surveys—DoDEA is currently developing a new survey tool that will go out to all stakeholders in the system. The parent portion will replace the biennial DoDDS Parent Report Card that was last conducted in spring, 1995. Another will be completed in 1998.

The DoDEA School-Home Partnership

The School-Home Partnership (SHP) is the Department of Defense effort to get more parents and volunteers involved in public education. It is a collaboration between parents, educators, and community members, pooling their resources for the betterment of all students of the Department of Defense Education Activity (DoDEA). DoDEA provides education to eligible military and civilian family members of the Department of Defense, from preschool through grade 12 at sites in the United States (65 schools in seven states) and overseas (170 schools and one community college in 14 countries).

SHP supports Benchmark 8.1, which outlines the implementation of Goal 8. DoDEA will implement and evaluate the effects of a SHP program which includes the following five tiers based on a model devised at the University of California, Santa Barbara.

- **Co-Communicators**: A "two-way" school-home communication plan to assist parents and teachers in sharing information and expectations for student academic performance and monitoring student growth.

- **Co-Supporters:** A school-home partnership program in support of activities such as fund raising, volunteering and before/after school activities and school support for families. The use of practices such as providing a safe-positive learning environment for students during, before, and after school hours.

- **Co-Learners:** Learning activities for all parents and teachers on ways to work collaboratively as well as methods to develop school-wide parent involvement plans and home learning practices.

- **Co-Teachers:** School curricular and extra-curricular partnership activities, using parents as teachers and mentors.

- **Co-Advisors, Advocates, and Decision Makers:** Parents serving as advisors and as partners in the decision-making process.

DoDEA has developed a "Site-Based Self-Evaluation" instrument, using rubrics (e.g., 5 quality indicators), to establish baseline data and monitor the successful implementation of each tier. Key Communicators (parents and educators) also serve as advocates at the district and school levels to ensure the success of partnerships. The following program descriptions offer illustrative examples of each of the five tiers. The examples given are for domestic schools. There are additional examples for overseas schools, which are contained in DoD document entitled *Sample of "Best Practices" In celebration of "America Goes Back to School: 'A Place for Families and the Community," September 1995.*

Co-communicators:

Kingsolver Primary School, Fort Knox, Kentucky:
Phone Master Kick Off
- Computerized phone-in/out program
- Operates 24 hours a day; caller may select topic
- Topics include: Messages for principal, counselor, teachers, menus, PTO information, special events
- Can be used by staff to send messages home

Curundu Middle School, Panama:
Back-To-School Night
- New SAC is elected
- Additional members of School-Based Management council elected to achieve balance of parents and teachers
- Parents follow abbreviated student schedule
- During "Lunch" principal addresses School-Home Partnership and volunteers solicited

West Point School, New York:
When Parents Speak (Pilot)
- Based on a perceived reluctance of parents to formally voice concerns and complaints
- Does not address individual one-on-one issues
- A parent liaison takes anonymous concerns regarding system programs and policies
- Principal and/or superintendent responds to the concern
- Concerns and responses are sent home with children on a periodic basis separate from the newsletter

Co-supporters

Robbins Air Force Base, Georgia:
Writing Assessment Assistants

- Small group of parents trained in assessment of process writing
- Will assist with assessing a practice fifth-grade writing test modeled after the Georgia fifth-grade writing test

Quantico Middle School, Virginia:
Accelerated Reader Program

- Joint school/parent effort to improve reading and comprehension in grades 6-8
- Parents solicit prizes, test students, and record data
- Several local schools sent teacher representatives to see the program

Fort Rucker, Alabama:
PET (Promoting Excellence Together)

- Parent volunteer program
- Parent productions are monthly
- Different children are featured each month and all children featured during the year

Fort Bragg Schools, North Carolina:
Volunteer Training Workshop
Covers an array of topics such as:

- PTA principals and offices
- How to volunteer
- Assist with health screening/technology programs, in the school nurse's office
- Volunteer in the middle and junior high school/media center
- How to help your child at home
- Help the special needs child

Co-learners

Fort Benning School, Georgia:
Parent Academy

- Weekend seminar for parents of children 0-18
- Child care provided for children 6 weeks to 11 years of age
- Built upon needs assessment survey of parents
- Conducted primarily by school educators

Dahlgren School, Virginia
Parenting with Love and Logic

- Focuses on teaching effective strategies for becoming a loving and logical parent
- Coordinated with family resource center and local agencies
- Assures child and family access to health, social and mental health services
- Part of the preschool program sets aside Fridays for teacher visits to individual homes and parenting programs.

BEST COPY AVAILABL

Co-teachers

Fort McClellan, Alabama:
AIMS (Activities Integrating Math and Science)
- Parents participate in scheduled math or science hands-on "Funshops" with their child
- Starts one-half hour before school ends and lasts for one hour
- One hour each month for every grade
- Conducted for 3 consecutive days

Barkley Elementary School, Fort Campbell, Kentucky:
Multi-Cultural Fine Arts Program
- United Effort cf School, community, and parents to promote understanding of a multi-cultural society
- Uses musical format including costumes, scenery, speaking parts, technology, and script writing

Pickney Elementary School, Fort Jackson, South Carolina:
Parents Helping Teachers For A Day
- Teacher provides a 30 minute orientation prior to work in the classroom
- Parent serves as an assistant teacher for a full day

Russell Elementary School, Camp Lejeune, North Carolina:
Back Yard Book Club
- Read aloud sessions in home of key parents
- Groups have 8-10 students of all ages
- Groups are now functioning, with a goal for next summer of 10

Co-advisors, advocates, and decision makers

Fort Clayton, Elementary School, Panama District
Detention Plan
Goals (SBA Council)
- A warm relationship should be developed with all students and their families
- One goal is to come up with a consistency in school-wide general behavioral expectations
- Our most important goal is to teach children to be responsible for their behavior. They are responsible for the choices that they make. This is a training and growth process for the child.

The Navy Community Service Program

Shortly after the release of "A Nation At Risk," the Chief of Naval Operations established the Personal Excellence Program as a program for Navy people to encourage continuing education, social responsibilty, fitness, and sound mental and physical health. From the success of this program grew Navy Personal Excellence Partnerships, an "investment" program for America that allied Navy military and civilian volunteers with schools and youth organizations to encourage a healthy, smart, and socially responsible youth.

In 1992, Congress passed legislation that directed the Secretary of Defense to establish the Civil-Military Cooperative Action Program. This program allowed the Armed Forces to assist civilian efforts to meet the domestic needs of the United States. Its six objectives are:

- To enhance individual and unit training and morale in the Armed Forces through meaningful community involvement.
- To encourage cooperation between civilian and military sectors of society in addressing domestic needs.
- To advance equal opportunity.
- To enrich the civilian economy through education, training, and transfer of technological advances.
- To improve environmental, economic, and social conditions.
- To provide opportunities for disadvantaged citizens.

Later that same year, the President signed an Executive Order facilitating federal employee's participation in community service. It encouraged all employees, including members of the Armed Forces, to "participate voluntarily in direct and consequential community service." Resulting policy guidance from the Office of Personnel Management provided further impetus for voluntarism among federal employees by providing some work hour flexibility and recognition for volunteers.

Galvanized by these new initiatives, the Navy launched its Community Service Program to encourage and expand involvement of Navy volunteer in the communities in which they live. The goal of this "umbrella" program is to promote voluntaryism and community service in Navy people—officers and enlisted, civilian and military, men women—whether it is with on one of the Navy's Flagships or outside the military.

The Navy sponsors five Flagships that promote health, education, environmental conservation, and humanitarianism in the community. They are:

- Personal Excellence Partnerships, a school/youth group tutoring and mentoring program.
- Sharing Thanksgiving, a humanitarian outreach program.
- Youth Health & Fitness, a healthy lifestyle program that encourages fitness, good nutrition, and health education.
- Campaign Drug Free, a drug education program for youth.
- Environmental Conservation, an environmental education and natural resource stewardship program.

What follows is a brief description of each of these programs:

Personal Excellence Partnerships

The Personal Excellence Partnership Flagship, sponsored by the Bureau of Naval Personnel, is a collaborative effort among Navy commands, public and/or private sector organizations, and schools and youth groups. Its purpose is to assist America's youth, from preschool through high school, to become better educated, healthier and more responsible citizens. Navy people— including military, civilians and family members—volunteer their time to tutor, encourage and mentor young people in reading, writing, math, science, citizenship and a myriad of other skills to help them achieve excellence. In return, volunteers acquire leadership skills and learn about today's schools so that they may tutor and mentor their own "next generation." More than 1,000 Navy/youth education partnerships exist involving 14,000 volunteers and nearly 150,000 young people. Some specific partnership activities include: Adopt-A-School or Class; Saturday Scholars; Navy Kids; Science Fair Sponsorships; One-on-one tutoring; Career education and orientation events. Contact:

Personal Excellence Partnerships
Bureau of Naval Personnel (PERS 6CSP)
2 Navy Annex
Washington, DC 20370-6030
DSN: 224-1290
Com: (703) 614-1290
Fax: (703) 614-5582

Sharing Thanksgiving

Sharing Thanksgiving, sponsored by the Chief of Chaplains of the Navy, is a collaborative effort with public and private organizations to encourage Navy men and women to share their bounty. Navy people, both military and civilian, participate in local, national and international relief efforts to extend helping hands to disadvantaged families and members of the community. The Flagship promotes community outreach activities throughout the year to establish and restore hope to the homeless, the hungry, the homebound, the sick and elderly. It also provides a valuable lesson in caring, generosity, and human dignity. Volunteers have participated in food drives, meal delivery to homeless people, housing repairs for the poor, and literally thousands of other community service activities. Some of the organizations Navy people have volunteered with in support of Sharing Thanksgiving include: Habitat for Humanity; Salvation Army; Navy/Marine Corps Relief Society; Orphanages; Disabled American Veterans; Soup Kitchens; American Red Cross.

Sharing Thanksgiving
Chief of Chaplains (N097)
Department of the Navy
2 Navy Annex
Washington, DC 20370-0131
DSN: 224-4436
Com: (703) 614-4436
Fax: (703) 693-5408

Youth Health & Physical Fitness

The Youth Health and Physical Fitness Flagship, sponsored by the Chief of Naval Education and Training, concentrates on the health and well-being of the whole child. Building on the belief that, "Growing up healthy is just as important as growing up smart," this Flagship's objective is to "plant a seed" among America's youth to encourage them to lead healthy, active lives from an early age. One example of this program is the Schools with Active Fitness Education (SAFE), which provides young people the leadership and "tools" they need to improve and maintain their fitness and health for life with physical training. It targets students from the fifth grade through high school, but is most effective for middle school students. Other aspects include lectures and practical training in nutrition, hygiene, mental health, disease prevention, and personal safety. Navy volunteers provide instruction and mentoring to augment the health and physical education classes offered in schools. Commands also sponsor recreational health and fitness events for schools, such as Special Olympics, jump rope competitions, and safety and health fairs.

Youth Health and Fitness
Chief of Naval Education and Training (OOK)
250 Dallas Street
Pensacola, FL 32580
DSN: 922-4837
Com: (904) 452-4837
Fax: (904) 452-3145

Campaign Drug Free

Campaign Drug Free (CDF), sponsored by the Director of the Naval Reserve, is a drug education project that delivers a simple message: "If you want to be a success, don't use drugs." CDF is a resource available to schools, organizations, and communities that provides speakers and education materials about the dangers of drug abuse and the importance of being drug free. Volunteer teams of Naval and Marine Corps Reservists use specially prepared and age-targeted videotapes to convey an anti-drug message to elementary, middle, and high school students. Following the videotape presentations, Reservists discuss with the audience the challenges of taking charge of their lives and establishing self-control. Posters, brochures, and public service announcements provided by CDF reinforce the anti-drug abuse message. Some of the organizations that have worked with CDF to help them get their anti-drug message to youth include; Walt Disney Productions, New England Bell Telephone, Boston Bruins Hockey Team, Brigham and Women's Hospital of Boston, and The American Dream Foundation. Contact:

Campaign Drug Free
Director of Naval Reserve
Office of the Chief of Naval Operations (N095)
Department of the Navy
Washington, DC 22350-2000
DSN: 225-5588
Com: (703) 695-5588
Fax: (703) 695-3357

Environmental Conservation

The Environmental Conservation Flagship, sponsored by the Deputy Chief of Naval Operations and Logistics, is an initiative to encourage Navy commands to join with their local communities in efforts that preserve and restore natural resources. The Navy, in cooperation with community and natural resource organizations, has established partnerships with schools and neighborhoods as well as private, state and federal conservation organizations to promote two aspects of environmental conservation: environmental education for young people and good stewardship of America's natural resources. Navy experts in engineering, mathematics, oceanography and other sciences use environmental conservation projects to take "book learning" into the "real world" and share their knowledge and experience with young people and their families. One such project, USS My School, teaches students a variety of lessons using an inter-disciplinary approach that encourages students to become creative problem solvers. Students hone their skills while solving a real life environmental problem—disposal of marine debris, a special concern for Navy people. Mainly Green in Maine, Water for Life in Bangor, Washington, and Save the Bay in the Chesapeake area are other environmental education and cleanup programs that involve Navy volunteers. Some organizations working with the Environmental Conservation Flagship include: the Center for Marine Conservation, Student Conservation Association, the Nature Conservancy, the National Fish and Wildlife Foundation, Main Audobon Society. Contact:

Environmental Conservation
Deputy Chief of Naval Operations for Logistics
Shore Compliance Branch (N457)
Crystal Plaza #5, RM 678
Department of the Navy
Washington, DC 22244-5108
DSN: 332-5331
Com: (703) 602-5331
Fax: (703) 602-5547

How Do I Start a Volunteer Program in My Community?

Volunteerism is a grass roots initiative. It starts with individuals helping neighbors, grows to Commands assisting neighborhoods, and culminates in Navy people serving America not only as defenders of freedom but as community activists. With a potential force of nearly 750,000 uniformed and civilian men and women, the opportunity for Navy people to make a difference in America's communities with voluntarism is nearly unlimited.

The Navy Community Service Program office at the Bureau of Naval Personnel provides guidance and information via instructions, naval messages, conferences, publications—including a quarterly newsletter, *Community Service News*— and BUPERS Access on-line computer service. It also networks with other organizations to facilitate cooperative community service efforts. The Community Service Program office telephone number is (703) 614-1290, DSN 224-1290. Fax (703) 614-5582.

Throughout the world there are Navy Community Service coordinators who help commands get involved in their communities and match volunteers with local community service programs. To locate the area coordinator nearest you, refer to the Community Service Program bulletin board in BUPERS Access or call the Community Service Program office.

Marine Corps Tutoring/Mentoring Programs

The United States Marine Corps is involved in locally sponsored tutoring and mentoring programs that interact with public schools at the majority of Marine Corps installations. Sponsorship of these programs is not centralized and varies between base education offices, Family Service Centers, Public Affairs Offices, Chaplains, base libraries, and individual units. The nature of the programs offered include tutoring in academic studies, serving as adult role models, highlighting career opportunities, drug awareness/avoidance, and instruction on personal hygiene.

Based on the reported information, the installation level tutoring/literacy and mentoring programs currently serves 20,868 students annually with 27 programs. Of this total, 15 of these programs deal mostly with tutoring and literacy, serving 14,626 students. These figures do not include the tutoring programs offered through the installation School Age Child Care (SACC) programs, the Department of Defense Dependents Education School System (DDESS), ot the Young Marines Program.

The Young Marines Program is a mentoring program sponsored by the Marine Corps League. This program targets children, ages 8 through 18, and focuses on drug awareness and reduction of drug usage. There are currently 6,226 children involved in the program and 957 adult volunteers (Marine and civilian) working with the program (as of February, 1997).

The Marine Corps Youth Foundation sponsors the Maring Corps Youth Physical Fitness Program. This is a nationwide program that challenges students in grades kindergarten through high school to keep physically fit. Schools register for the program through the Marine Corps Youth Foundation and local recruiting stations. Although the Marine Corps Youth Foundation does not statistically track the participating schools, several thousand schools throughout the nation participate in the program.

For information about specific programs, contact:

Joyce Larson
Headquarters, U.S. Marine Corps
Voluntary Off-Duty Education
3033 Wilson Boulevard, Room 311
Clarendon Square Building
Arlington, VA 20380-0001
(703) 696-2044
Fax: (703) 696-0249

Drug Abuse Prevention

Community Partnership Demonstration Grant

This program provides funding to communities for the purpose of reducing the misuse of alcohol tobacco and other drugs (ATOD) through the building of coalitions of multiple agencies and organizations at the local level. The approach in this initiative is to study and evaluate models for partnership development that:

- encourage community leaders, diverse organizations and/or interest groups to more effectively coordinate prevention programs and to develop prevention initiatives;
- to demonstrate that the development of broad-based support within the community can substantially contribute to the reduction of ATOD; and
- the encouragement and stimulation in the target community of self-sustaining multifaceted prevention and early intervention programs.

Grants are used to promote and evaluate the development of long-range, comprehensive, multidisciplinary communitywide alcohol and other drug abuse coordination and program models through the formation and support of coalitions or partnerships of public, local, and private organizations, agencies and institutions, and consortia and partnerships within local communities. The partnership should be designed and structured as a community development services coordinating body to enhance, promote, and improve effective prevention program implementation at the local level. Sub-task groups comprised of representatives from different disciplines, community sub-sets (ethnic or geographic) or organizations are encouraged to be included as a part of the partnership.

Local governments and/or local private non-profit organizations/agencies designated to act on behalf of the larger coalition may apply for funding. A coalition or partnership is expected to consist of at least seven organizations or agencies. The community must demonstrate need for prevention services by documenting greater prevalence of alcohol and other drug abuse problems than national averages.

Dave Robbins
Division of Community Prevention and Training
Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration
Public Health Service
Rockwall Building II
5600 Fishers Lane
Rockville, MD 20857
(301) 443-0369

Cooperative Agreements for Drug Abuse Treatment Improvement Projects in Target Cities

This program's objective is to improve the quality and effectiveness of drug treatment services in targeted cities; and to develop drug treatment systems providing high quality, patient-oriented, coordinated, and accessible treatment which should be replicated by other cities. Under this program, funds may be used to assist in meeting the costs of planning, developing, coordinating and improving the quality and effectiveness of current drug treatment services. Grant funds must supplement, not supplant, nonfederal funds available in the city in which the drug treatment programs exist. These monies are intended to augment existing programs, and as seed monies to initiate activities whose funding will later be assumed by other sources. States are allowed to request actual costs up to 5 percent of the total amount awarded for administrative expenses related in to the Treatment Improvement Project.

Eligibility is limited to states requesting support on behalf of only one city with a population of over 266,000, based on 1986 data published in the Statistical Abstract of the United States, 1989 (109th edition) by the U.S. Department of Commerce, Bureau of the Census. A single state agency for drug abuse treatment (as designated in writing by the governor) may apply. All programs must have been in existence for two or more years prior to submitting an application.

Ms. Mary Louise Anderson
Public Health Advisor
Systems Improvement Branch
Center Substance Abuse Treatment
Substance Abuse and Mental Health Services Administration
Public Health Service, Suite 740
Rockwall Building II
Rockville, MD 20857
(301) 443-8802

Drug-Free Schools and Communities—National Programs

This program is designed to assist in drug and alcohol abuse education and prevention activities as authorized by the Drug-Free Schools and Communities Act of 1986. Projects funded under this program assist drug and alcohol abuse education and prevention, curriculum development, and model demonstration activities that address a national concern to reduce the use of drugs throughout the nation.

Institutions of Higher Education, SEAs, LEAs, and nonprofits are eligible to apply for funding under this program.

Seledia Shepherd and Gail Beaumont
Division of Drug-Free Schools and Communities
Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6439
(202) 260-2844

Gang-Free Schools and Communities; Community-Based Gang Intervention

The primary objective of this program is to prevent and reduce the participation of juveniles in the activities of gangs that commit crimes. Such programs and activities may include:

- individual, peer, family, and group counseling, including provision of life skills training and preparation for living independently, which shall include cooperation with social services, welfare, and health care programs;
- education and social services designed to address the social and developmental needs of juveniles;
- crisis intervention and counseling to juveniles, who are particularly at risk of gang involvement, and their families;
- the organization of neighborhood and community groups to work closely with parents, schools, law enforcement, and other public and private agencies in the community; and

- training and assistance to adults who have significant relationships with juveniles who are or may become members of gangs, to assist such adults in providing constructive alternatives to participating in the activities of gangs.

The program is designed to:

- develop within the juvenile adjudicatory and correctional systems new and innovative means to address the problems of juveniles convicted of serious drug-related offenses;
- provide treatment to juveniles who are members of such gangs, including members who are accused of committing a serious crime and members who have been adjudicated as being delinquent;
- to promote the involvement of juveniles in lawful activities in geographical areas in which gangs commit crimes;
- to promote and support, with the cooperation of community-based organizations experienced in providing services to juveniles engaged in gang-related activities and cooperation of local law enforcement agencies, the development of policies and activities in public elementary and secondary schools which will assist such schools in maintaining a safe environment conducive to learning;
- to assist juveniles who are or may become members of gangs to obtain appropriate educational instruction, in or outside a regular school program, including the provision of counseling and other services to promote and support the continued participation of such individuals in such instructional programs;
- to expand the availability of prevention and treatment services relating to the illegal use of controlled substances by juveniles, provided through state and local health and social services agencies;
- to provide services at a special location in a school or availability of treatment and services for which financial assistance is available.

Overall, the program is designed to reduce the participation of juveniles in the illegal activities of gangs, develop regional task forces involving state, local, and community based organizations to coordinate enforcement intervention, and treatment efforts for juvenile gang members and to curtail interstate activities of gangs.

To be eligible for an award or contract, an applicant must:

- respond to legislative requirements and specific program guidelines issued by the Office of Juvenile Justice and Delinquency Prevention (OJJDP);
- be consistent with the objectives and priorities of the OJJDP;
- provide for adequate program administration, evaluation, and fiscal reporting;
- demonstrate, in the overall quality of the proposal, that the program is technically sound and will achieve the required program objectives at the highest possible level; and
- respond to clear and documentable needs.

Emily Martin, Division Director
Office of Juvenile Justice and Delinquency Prevention
Office of Justice Programs
Department of Justice
Washington, DC 20531
(202) 616-3633

Interventions with Drug Abusing Parents—Drug Courts

The Drug Courts Program Office funds adult and juvenile drug courts. Adult drug courts often include parents whose substance abuse affects their children in a variety of ways. Drug court treatment for adults and juveniles may include family members. The drug court program for adults may produce drug free babies and more responsible parents for infants and other children of the family. The Drug Courts Program Office (DCPO) has a cooperative agreement with the American University-Justice Programs Office for the purpose of operating the Drug Court Clearinghouse. The Clearinghouse collects data on the drug free babies born to drug court participants, as one of their functions. Based on the data collected by the clearinghouse a total of 254 drug free babies have been born to participants of drug court programs funded by DCPO.

Marilyn Roberts
Office of Juvenile Justice and Delinquency Participation
Department of Justice
Washington, DC 20531
(202) 616-9055

Model Comprehensive Drug Abuse Treatment Programs for Critical Populations

This program is designed to enhance existing drug abuse treatment programs for specific populations called critical populations; adolescents, juvenile justice and residents of public housing, and homeless women and children, racial/ ethnic minorities, and individuals living in rural areas with the ultimate goal of improving treatment for these populations.

Funds may be used by the states to improve existing programs. New programs are not funded under this program. States may use funds only to support the particular projects for which funding is provided. Funds may not be re-budgeted among projects. No less than 98 percent of the total amount awarded must be allocated for treatment improvement projects performed by sub-recipients. From any remaining funds, the state may recover up to its actual costs (but in no case for more than 2 percent) of the administration (direct and indirect costs) of the grant. Funds may be used for expenses clearly related and necessary to carry out the described project, including both direct costs which can be specifically identified with the project and allowable indirect costs of the organization.

Thomas Edwards
Center for Substance Abuse Treatment
Substance Abuse and Mental Health Services Administration
Rockwall II Building, Suite 618
5600 Fishers Lane
Rockville, MD 20857
(301) 443-6533

Public Information on Drug Abuse—Information

This program provides leadership, coordination, and facilitation for the involvement of law enforcement in drug prevention and education programs. Technical assistance publications and information are provided to law enforcement agencies and the general public to assist in drug abuse prevention programs through DEA field offices. DEA is not a granting agency and does not fund outside programs.

Persons are encouraged to communicate with the field offices of the Drug Enforcement Administration (Appendix XIII) for publications. Headquarters contact:

BEST COPY AVAILABLE

Linell Broecker
Congressional and Public Affairs Staff
Drug Enforcement Administration, Demand Reduction Section
Washington, DC 20537
(202) 307-7936

Safe and Drug-Free Schools—State Grants

This program is intended to establish state and local programs of alcohol and drug abuse education and prevention coordinated with related community efforts and resources. Allocations are made to states and territories. Each state receives funds based on the state's school-age population and Chapter 1 allocations. Most of the allocation is administered by state education agencies (SEAs) for drug and alcohol abuse education and prevention programs in local school systems. The majority of the funds received by an SEA must be granted to local education agencies (LEAs). The remainder of the amount paid to a state is used by the governor's office for grants and contracts with community-based organizations for the development and implementation of broadly-based programs of violence and drug prevention.

Governors' offices, SEAs, LEAs, and the Insular Areas may apply. Governor's offices, SEAs, LEAs, Insular Areas, and other public and private nonprofit organizations (including parent groups, community action agencies, and other community-based organizations) will benefit as will students and teachers in public and private schools in each state.

Debbie Rudy
Safe and Drug Free Schools Program
Office of Elementary and Secondary Education
U.S. Department of Education
Room 604, Portals Building
600 Independence Avenue, SW
Washington, DC 20202-6123
(202) 260-3954

Weed and Seed/Safe Havens

Operation Weed and Seed is a comprehensive, multidisciplinary approach to combating violent crime, drug use, and gang activity in high crime neighborhoods. The goal is to identify drug activity in high crime neighborhoods and then to 'seed' the sites with a wide range of crime and drug prevention programs, human service resources, and neighborhood restoration activities to prevent crime from reoccurring. The strategy emphasizes the importance of a coordinated approach, bringing together federal, state, and local government, the community, and the private sector to form a partnership to create a safe, drug-free environment.

Neighborhoods participating in the Weed and Seed program are required to develop Safe Havens for their communities. A Safe Haven is a multiservice center where a variety of youth and adult services are coordinated in a highly visible, accessible facility that is secure against crime and illegal drug activity. It is a place where youth, their parents, and other residents can access needed services, develop relationships, find opportunities to be productive and successful, and enhance skills. A Safe Haven provides an environment for residents and service providers to revitalize their neighborhood.

Robert M. Samuels
Assistant Director
Executive Office for Weed and Seed
633 Indiana Avenue, NW, Room 304
Washington, DC 20531
(202) 616-1152

Education Reform/Community Empowerment

Community Prevention Grants—Title V

In the 1992 reauthorization of the JJDP Act of 1974, Congress established Title V—Incentive Grants for Local Delinquency Prevention Programs (Community Prevention Grants). Congress found that: (1) it is more effective in human and fiscal terms to prevent delinquency than to attempt to control or change it; (2) half or more of all states were unable to spend any juvenile justice formula grant funds on delinquency prevention because of other priorities; and (3) federal incentives were needed to assist states and local communities in mobilizing delinquency prevention policies and programs. The scope of the programs being implemented by each community varies greatly because each community develops a three year delinquency prevention plan targeting risk factors determined by their own community. They include:

- Counseling and intervention services involving parents, families, and juveniles in managing stress, conflict resolution, and reducing violent behavior.
- Programs for parents that improve their parenting skills, provide support groups, increase parent-child interactions, and reduce child abuse and neglect.
- Health services such as prenatal care and education, health education classes for new parents, and co-located health and community centers.
- School-based programs that target truancy, school failure, violence, teen pregnancy, anti-social behavior, and drug and alcohol abuse.
- Economic development and training programs such as job readiness and skill development, neighborhood/family business, and neighborhood rehabilitation.
- Law enforcement sponsored programs such as community policing, police liaisons to community schools, arbitration/mediation programs supervised by law enforcement representatives, and gang and gun prevention and intervention.
- Comprehensive community mobilization that meet the needs of youth through streamlining available services so that efficient unduplicated services are provided by local youth/family service systems, community forums, and educational activities for the entire community.

Donna Downs
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20531
(202) 307-5924

Community Schools Program

The purpose of the Community Schools Program is to offer, through public-private partnerships, an opportunity to empower communities to develop resources and abilities to meet the needs of their children, to forge innovative solutions to the challenges confronting their children and to create environments where children grow up learning a healthy respect for themselves, for neighbors, and for their communities. Funds may be used to accomplish any of the stated program objectives by providing academic and recreational services to children after school, during the evenings, on weekends and holidays, and during the summer.

Local, private, nonprofit community based organizations in areas of significant poverty and juvenile delinquency may apply for funds. Beneficiaries include children and youth, not younger than 5 years or older than 18, who reside in the neighborhood in which the services are being provided.

Terry R. Lewis
Family and Youth Services Bureau
Administration for Children and Families
P.O. Box 1182
Washington, DC 20013
(202) 205-8102

Comprehensive Regional Assistance Centers

Comprehensive Regional Assistance Centers provide comprehensive training and technical assistance related to the administration and implementation of projects. States and local education agencies, schools, tribes, community organizations, public or nonprofit entities, or consortia of these entities may apply to become a comprehensive regional assistance center. A listing of current centers is contained in Appendix III.

Annie R. Mack
Office of School Improvement Programs
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 260-2494

Family Preservation and Support Services

The purpose of this program is to fund community-based family support services that promote the well-being of children and families by enhancing family functioning and child development; and to fund family preservation services that serve families at risk or in crisis, including the following services: reunification and adoption services, preplacement/preventive services, follow-up services after return of a child from foster care, respite care, and services designed to improve parenting skills. States, territories, and certain Indian Tribes are eligible applicants.

Beneficiaries include families and children who need services to assist them to stabilize their lives, strengthen family functioning, prevent out-of-home placement of children, and enhance child development and increase competence in parenting abilities.

For more information, consult Regional Administrators, Administration for Families and Children (see Appendix VIII). Headquarters Contact:

Commissioner
Adminstration on Children, Youth and Families
P.O. Box 1182
Washington, DC 20013
(202) 205-8618

Goals 2000: Parental Assistance Program

The Parental Assistance Program provides grants to nonprofit organizations and nonprofit organizations in consortia with local education agencies to assist them in establishing parental information and resource centers. These centers would:

- Increase parents' knowledge of and confidence in child-rearing activities such as teaching and nurturing their young children;
- strengthen partnerships between parents and professionals in meeting the education needs of children from birth through age five and the working relationships between home and school; and
- enhance the developmental progress of the children assisted under this program.

Each grantee receiving funds under this program must use at least 50 percent of the funds provided to serve areas with high concentrations of low-income families in order to serve parents that are severely educationally or economically disadvantaged. Other requirements include the establishment of a special advisory committee and design requirements. For funding in subsequent years, grantees must demonstrate that a portion of the services provided under this project is supported through nonfederal contributions. Nonprofit organizations and nonprofit organizations in consortia with LEAs may apply for funds under this program.

Patricia Gore
Goals 2000
Office of Elementary and Secondary Education
Department of Education
1250 Maryland Avenue, SW
Washington, DC 20202
(202) 401-0039

Native Hawaiian Family-Based Education Centers

The purpose of this program is to develop and operate a minimum of eleven family-based education centers throughout the Hawaiian Islands. Native Hawaiian organizations including Native Hawaiian education organizations may apply. Infants up to three years old and their parents, and preschoolers four and five years old, and their parents will benefit.

Beth Baggett
Equity and Educational Excellence Division
Office of Elementary and Secondary Education
School Improvement Programs
600 Independence Avenue, SW
Washington, DC 20202
(202) 260-2502

Public Charter Schools

The Public Charter Schools Program provides funds to increase national understanding of the Charter Schools Model by: (1) Providing financial assistance for the design and initial implementation of charter schools; and (2) evaluating the effects of such schools, including the effects on students, student achievement, staff, and parents. Each state education agency (SEA) receiving a grant should award subgrants to one or more eligible applicants in their state, enabling them to plan and implement a charter school. Each eligible applicant, other than a SEA, receiving funds from the Secretary or a SEA shall use the funds to plan and implement a charter school.

SEAs are eligible as authorized public chartering agencies. If a SEA elects not to participate in this program or does not have an approved application, local education agencies (LEAs) or other public entities that have the authority pursuant to state law and are approved by the Secretary of Education are eligible as authorized public chartering agencies.

John Fiegel
Public Charter Schools Program
Office of School Improvement Programs
Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6140
(202) 260-2671
e-mail: John_Fiegel@ED.GOV

21st Century Community Learning Centers Program

The 21st Century Community Learning Centers are authorized to support rural and inner city public elementary and secondary schools or consortia of such schools to plan, implement, or expand projects that benefit education, health, social service, cultural, and recreational needs of their community. Projects funded under this program must be for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by public schools in rural and inner city communities.

Rural and inner city public elementary and secondary schools or consortia of such schools may apply for funds under this program. Beneficiaries of the program include public and nonprofit agencies and organizations, local businesses, education entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities.

National Institute on Early Childhood Development and Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5524
(202) 219-1496

Gifted and Talented Programs

Javits Gifted and Talented Students Education Program

The Javits Program is designed to provide financial assistance to state and local education agencies, institutions of higher education, and other public and private agencies and organizations to stimulate research, development, training, and similar activities designed to build a nationwide capability in elementary and secondary schools to meet the special education needs of gifted and talented students. To supplement the use of state and local funds for the education of gifted and talented students.

Funds may be used for:
- Developing programs that adapt strategies designed for gifted and talented students to serve all students;
- adapting and expanding existing programs for gifted and talented students to serve all students in a school or several schools;
- implementing innovative strategies; (such as cooperative learning and peer tutoring) found in programs for gifted and talented students for use in programs that serve all students in school;
- establishing and operating cooperative programs involving business, industry, education, and summer programs; and
- strengthening the capability of state education agencies and institutions of higher education to provide leadership and assistance to LEAs and nonprofit private schools in adapting strategies and programs for educating gifted and talented students to improve education for all students.

State and local education agencies, institutions of higher education, other public and private agencies, and organizations (including Indian tribes and organizations as defined by the Indian Self-Determination and Education Assistance Act and Hawaiian Native organizations) may apply.

Janet Williams and Beverly Coleman
Development and Demonstration Programs Division
Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5644
Ms. Williams, project grant contact, (202) 219-1674; Ms. Coleman, research center contact, (202) 219-2280

TRIO—Talent Search

The TRIO Talent Search program is designed to identify disadvantaged youths with potential for postsecondary education; to encourage them in continuing in and graduating from secondary school and in enrolling in programs of postsecondary education; to publicize the availability of student financial aid; and to increase the number of secondary and postsecondary school dropouts who reenter an education program.

Funds are awarded to institutions and agencies to identify disadvantaged youths with potential for postsecondary education, encourage them to complete secondary school and undertake postsecondary education training, and publicize existing forms of student aid. Projects may also provide tutorial services for youths being encouraged to undertake or reenter programs of postsecondary education. A grantee may not use the project as a part of its recruitment program.

Institutions of higher education, combinations of institutions of higher education, public and private agencies and organizations and, in exceptional cases, secondary schools may apply for funds under this program.

Beneficiaries for the program will include individuals residing in the target area or attending a target school who have potential for education at the postsecondary level and who can benefit from one or more of the services provided by the project. Two-thirds must be low-income individuals who are also potential first generation college students. Project participants must be between 11 and 27 years old. Required low-income criteria for participants are stated in the application materials.

Prince Teal, Jr.
Division of Student Services
Education Outreach Branch
Office of Postsecondary Education
Department of Education
600 Independence Avenue, SW
Washington, DC 20202-5249
(202) 708-4804

TRIO—Upward Bound

The primary objective of the Upward Bound program is to generate skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students and veterans. The goal of the program is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary education programs.

Funds are awarded to eligible grantees to provide academic instructional programs, personal and academic counseling, career guidance, and special instruction to prepare project participants for careers in which persons from disadvantaged backgrounds are particularly underrepresented. Under this program, tutoring and exposure to cultural events and academic programs are not usually available to disadvantaged youths. Funds may be used to support a residential summer program and academic year program, and to pay stipends to students, not to exceed $40 a month during the academic year and $60 a month during the summer. A grantee may not use the project as part of its recruitment program.

Institutions of higher education, combinations of institutions of higher education, public and private agencies and organizations and, in exceptional cases, secondary schools may apply for funds under this program.

Potential beneficiaries include low-income individuals and potential first generation college students who have a need for academic support in order to successfully pursue a program of postsecondary education. Two-thirds of the participants must be low-income individuals who are also potential first generation college students. Required low-income criteria are stated in application materials. Except for veterans, who can be served regardless of age, project participants must be between 13 and 19 years of age and have completed the eighth grade but have not entered the twelfth grade.

Contact Department of Education Regional Offices (appendix II). Headquarters contact:

Prince Teal, Jr.
Division of Student Services
Education Outreach Branch
Office of Postsecondary Education
Department of Education
600 Independence Avenue, SW
Washington, DC 20202-5249
(202) 708-4804

Health

Childhood Lead Poisoning Prevention Projects—State and Community-Based Childhood Lead Poisoning Prevention and Surveillance of Blood Levels in Children

The objectives of this program are:

- to assure that children in communities with demonstrated high risk for lead poisoning are screened;
- to identify infants and young children with elevated lead levels;
- to identify possible sources of lead exposure;
- to monitor medical and environmental management of lead-poisoned children;
- to provide information on childhood lead poisoning, its prevention, and management to the public, health professionals, and policy and decisionmakers;
- to encourage and support community-based programs directed to the goal of eliminating childhood lead poisoning; and;
- to build capacity for conduction surveillance of elevated blood lead (PbB) levels in children.

Grant awards are to be used by state and community-based government agencies to develop, improve, and expand their capacity to address the problem of childhood lead poisoning in communities with demonstrated high-risk populations. Recipients of awards are expected to:

- establish or expand screening services in communities with large numbers of children at high risk for lead poisoning who are not currently served by existing health care/lead screening services;
- intensify medical management efforts to ensure that children with lead poisoning receive appropriate and timely follow-up services;
- establish, expand, or improve environmental investigations so that sources of lead poisoning and other lead hazards in the community are rapidly identified and abated;
- develop infrastructure to implement the provisions of the Centers for Disease Control and Prevention (CDC) lead statement, Preventing Lead Poisoning in Young Children (October 1991);
- develop an efficient information/management system compatible with CDC data guidelines to monitor and evaluate program progress;
- improve the actions of other agencies and organizations to facilitate the rapid remediation of lead hazards in high-risk communities;
- enhance knowledge and skills of program staff through training and other methods; and
- provide information on childhood lead poisoning to the public, policy makers, the academic community, and others based upon program findings.

Grant awards cannot supplant existing funding for childhood lead poisoning programs or activities. Grant awards may not be expended for medical care and treatment, or for environmental remediation of lead sources, however, there must be an acceptable plan to ensure that these program activities are appropriately carried out. Awards will be made with the expectation that program activities will continue when grant funds are terminated at the end of the project period. The surveillance component of this grant is intended to assist state health departments or other appropriate agencies implement a complete surveillance activity for PbB levels in children.

BEST COPY AVAILABLE

This is essential for grant recipients to target interventions to high-risk populations and to track progress toward eliminating childhood lead poisoning.

Eligible applicants are state health departments or other state health agencies or departments deemed most appropriate by the state to direct and coordinate the state's childhood lead poisoning prevention program, and agencies or units of local government that serve jurisdictional populations greater than 500,000. This eligibility includes health departments or other official organizational authority (agency or instrumentality) of the District of Columbia , the Commonwealth of Puerto Rico, and any Territory or possession of the United States. Also eligible are federally recognized Indian Tribal governments.

Mr. David L. Forney
Lead Poisoning Prevention Branch
Division of Environmental Hazards and Health Effects
National Center for Environmental Health
Centers for Disease Control and Prevention
MSF-42, Public Health Service
4770 Buford Highway
Atlanta, GA 30341
(404) 488-7330

Junior National Health Service Corps/Junior Health Careers Opportunity Program

This program identifies and recruits disadvantaged students who reside within the Health Center's service areas and exposes them to primary health care service and service to the under served; works with students to increase their interest and knowledge in their own good health and the health of others; encourages educational preparation and development of prerequisite skills through academic enrichment programs; and nurtures and encourages students to pursue primary care health careers by developing a corps of peer counselors and exposing participants to role models, mentors, and practicing primary care health professionals. The program is directed primarily to students, grades 6 through 12, who are from disadvantaged backgrounds and who reside within the service area of the applicant organizations. Those that are eligible to apply include migrant health centers, community health centers, health care for the homeless programs, and public housing primary care programs, currently funded under sections 329, 330, 340 and 340A of the PHS Act, and in proximity to a Health Careers Opportunity Program.

Regional Contacts: Regional Health Administrators, or National Health Service Corps, Regional Program Consultant of the appropriate HHS Regional Office (appendix VIII). Headquarters contact:

Cynthia H. Amis, Chief
Human Resource Development Branch
Bureau of Primary Health Care
Health Resources and Services Administration
Public Health Service, DHHS
4350 East-West Highway
Bethesda, MD 20814
(301) 594-4180

Technical and Nonfinancial Assistance to Community and Migrant Health Centers

This program provides assistance to community health centers (CHCs) in the following areas:

- collaborative activities on state or regional issues;
- promotion of support and involvement of state agencies in primary care;
- provision of, or arrangement for, training and technical assistance; and
- development of shared services and joint purchasing arrangements -- for purposes including, but not limited to, primary care provider retention and recruitment, clinical development, assessment of community health needs, expertise in dealing with maternal and child health and other special populations, and management and maximization of nonfederal resources.

Eligible applicants are private nonprofit entities, including previously existing and newly established state and regional primary care associations.

Contact the Regional Health Administrator, Grants Management Officer, or Director, Division of Primary Care Services of the appropriate DHHS Regional Office (Appendix VIII).

Christie Brown, Chief
Program Implementation and Coordination Branch
Division of Community and Migrant Health
Bureau of Primary Health Care
Health Resources and Services Administration
Public Health Service
Department of Health and Human Services
4350 East-West Highway, 7th Floor
Bethesda, MD 20814
(301) 594-4314

Housing

Nehemiah Housing Opportunity Grant Program

Provides an opportunity for families, who otherwise would not be financially able to realize their dream of owning a home, to increase the employment opportunities of the residents in neighborhoods where the housing is proposed and to create sound and attractive neighborhoods. Grants are open to private, nonprofit organizations. There are six ranking criteria for eligible nonprofit organizations who apply for funding. Program is funded through HUD field offices, (Appendix IX).

Joan Morgan
Office of Insured Single Family Housing
Department of Housing and Urban Development
451 7th Street, SW
Washington, DC 20410

Public and Indian Housing Tenant Opportunity Program

This program encourages increased resident managed activities of public housing developments as a means of improving existing living conditions in public and Indian housing developments and provides flexibility of types of tenant opportunity programs to include tenant patrols, resident businesses, child care centers, and other social services programs. Public Housing Resident Councils (RCs)/Resident Management Corporations (RMCs), RCs/RMCs and Resident Organizations (ROs) of Indian Housing are eligible.

Christine Jenkins, Housing Management Specialist
Assistant Secretary for Public and Indian Housing
Department of Housing and Urban Development
451 7th Street, SW
Washington, DC 20410
(202) 708-3611

Public and Indian Housing Drug Elimination Program (PHDEP)

The purposes of the Public Housing Drug Elimination Program are to:

- Eliminate drug-related crime in and around the real property comprising public housing projects;
- Encourage public housing agencies (PHAs) and Indian Housing Authorities (IHAs) to develop a plan that includes initiatives that can be sustained over a period of several years for addressing the problem of drug-related crime in and around the premises of the public and Indian housing developments proposed for funding under this part, and;
- Make available federal grants to help PHAs and IHAs carry out their plans.

Grants may be used for the following activities designed to reduce drug-related crime:

- employment of security personnel (contracted security guards, housing authority police);
- reimbursement of local law enforcement agencies for additional security and protective services (e.g., over and above the level of services the locality is already obligated to provide under its Cooperation Agreement with the PHA);
- physical improvements designed to enhance security;
- employment of one or more individuals to investigate drug-related crime on or about the real property comprising any public or Indian housing project and to provide evidence relating to such crime in any administrative or judicial proceeding;
- establishment of voluntary tenant patrols acting in cooperation with local law enforcement officials; and
- programs designed to reduce use of drugs in and around public and Indian housing developments, including drug prevention, intervention, referral, and treatment programs.

Grants are made available to public housing agencies and Indian Housing Authorities for use in eliminating drug-related crime.

Malcolm Maine
Crime Prevention & Security Division (CPSD)
Office of Community Relations and Involvement (OCRI)
Public and Indian Housing (PIH)
Department of Housing and Urban Development
451 Seventh Street. SW, Room 4116
Washington, DC 20410
(202) 708-1197

Public and Indian Housing Family Investment Centers Program

The Family Investment Program is designed to provide families living in public and Indian housing with better access to education and employment opportunities by: developing facilities in or near public housing for training and support services; mobilizing public and private resources to expand and improve the delivery of such services; providing funding for essential training and support services that cannot otherwise be funded; and improving the capacity of management to access the training and services that meet such needs, and ensure the long-term provision of such training and services. Public Housing Agencies and Indian Housing Authorities are eligible applicants under the FIC Program.

Ed Moses, Director
Office of Community Relations and Involvement
Public and Indian Housing
Department of Housing and Urban Development
Room 4102
451 Seventh Street, SW
Washington, DC 20410
(202) 619-8201

Justice Issues

Child Abuse and Neglect Discretionary Activities

This program's intent is to improve the national, state, community, and family activities for the prevention, identification, and treatment of child abuse and neglect through research, demonstration service improvement, information dissemination, and technical assistance. A specific portion of funds each year is made available for projects in the area of child sexual abuse prevention/treatment.

Grants or contracts are provided for:

- technical assistance to public and private nonprofit agencies;
- demonstration, research, and service projects to identify, prevent, and treat child abuse and neglect;
- research into the incidence, causes, prevention and treatment of child abuse and neglect.

Under this program, states, local governments, nonprofit institutions, and organizations engage in activities related to the prevention, identification, and treatment of child abuse and neglect are eligible to apply for grants. All public and private agencies may apply for contracts.

Emily Cooke, Acting Director
National Center on Child Abuse and Neglect
P.O. Box 1182
Washington, DC 20013
(202) 205-8586

Child Abuse and Neglect State Grants

This program assists states in improving their child protective services systems; in developing, strengthening, and carrying out child abuse and neglect prevention, treatment, and research programs; and in developing, strengthening, and carrying out child abuse and neglect prevention, treatment, and research programs; and in developing, implementing, and operating programs and procedures for responding to reports of medical neglect of disabled infants through state grants. To receive a grant, a state must meet the eligibility requirements stated in the authorizing legislation and the implementing federal regulations; and use funds only for the activities specified in the authorizing legislation and implementing federal regulations.

Only states, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa, the Republic of Palau, and the Commonwealth of the Northern Mariana Islands can apply.

Regional Contacts: Regional Administrator, ACF, through the HHS field office, appendix VIII. Headquarters contact:

Donna Litton
National Center on Child Abuse and Neglect
Program Policy and Planning Division
P.O. Box 1182
Washington, DC 20013
(202) 205-8640

The Child Development–Community Policing (CD-CP) Program

Many of our children live in communities where violence, fear, and despair are commonplace. OJJDP's Child Development–Community Policing Program (CD-CP), is a project in which the New Haven, Connecticut, Police Department and the Yale University Child Study Center developed a collaborative effort between law enforcement and mental health professionals in order to help these children and their families. CD-CP, initiated in 1991, is an innovative partnership between police and mental health professionals in New Haven, Connecticut, which aims to address the psychological burdens on children, families, and the broader community of increasing levels of community violence. In the CD-CP program, child developmental principles are applied to the day-to-day practice of community policing and clinical practice is informed by an understanding of crime, violence, and the community derived from contact with the police. The project includes a 10-week training course in child development for all new police officers and child development fellowships for community-based district commanders who direct neighborhood police teams. A three-pronged system of support services is also provided to help maintain communication among community members, police and related services personnel, and Child Study Center Staff. The CD-CP program has provided a wide range of coordinated police and clinical responses, including: round-the-clock availability of consultation with a clinical professional and a police supervisor to patrol officers who assist children exposed to violence; weekly case conferences with police officers, educators, and child study center staff; open police stations located in neighborhoods and accessible to residents for police and related services; community liaison and coordination of community response; crisis response; clinical referral; interagency collaboration; home-based follow-up; and officer support and neighborhood foot patrols.

Robert Hubbard
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20531
(202) 307-5940

Children's Advocacy Center Program (Includes efforts of four Regional Children's Advocacy Centers and the National Network of Children's Advocacy Centers)

This program provides training, technical assistance, and funding to local communities seeking to establish or strengthen children's advocacy centers or multidisciplinary teams. Two million in funding is administered by the National Network. The National Network and the four Regional Children's Advocacy Centers provide training and technical assistance and share information to assist communities through a variety of means. Support and information are provided through national regional conferences, through mentoring programs pairing established CAC programs with communities developing such programs, and through dissemination of resource materials and information.

Robin Delaney-Shabazz
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20531
(202) 307-5940

Family Violence and Prevention and Services—Grants to States and Indian Tribes

This program assists states and Indian Tribes in the prevention of family violence and the provision of immediate shelter and related assistance for victims of family violence and their dependents.

Federal funds are used by states for grants to local public agencies and nonprofit private organizations to prevent incidents of family violence and to provide immediate shelter and related assistance to victims of family violence. States must give special emphasis to the support of community-based projects of demonstrated effectiveness carried out by nonprofit private organizations, particularly those projects where the primary purpose is to operate shelters for victims of family violence, and those which provide counseling, advocacy, and self-help services to victims and their children. States and Indian Tribes may not impose an income eligibility standard on individuals receiving services supported by funds appropriated under this act and federal funds may not be used as direct payment to any victim of family violence. No less than 70 percent of funds distributed must be used for immediate shelter and related assistance, and no less than 25 percent for related assistance.

This is a state grant program, and thus, the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, Palau, and certain federally-recognized Indian Tribes are eligible to apply.

BEST COPY AVAILABLE

William Riley
Office of Community Services
Administration for Children and Families
370 L'Enfant Promenade, SW, 5th Floor
Washington, DC 20447
(202) 401-5529

Missing Children's Assistance

This program ensures that there is effective coordination among all federally funded programs related to missing children. Establish and operate a national resource center and clearinghouse designed to:

- provide technical assistance to local and state governments, public and private nonprofit agencies and individuals in locating and recovering missing children;
- coordinate public and private programs that locate, recover, or reunite missing children with their legal custodians;
- disseminate nationally information about innovative and model missing children's programs, services, and legislation; and
- provide technical assistance and training to law enforcement agencies, state and local governments, elements of the criminal justice system, private nonprofit agencies, and individuals in the prevention, investigation, prosecution, and treatment of the missing and exploited child case; and in locating and recovering missing children.
- Periodically conduct national incidence studies to determine the actual number of children reported missing each year, the number of children who are victims of stranger abductions, the number of children who are victims of parental kidnappings, and the number of missing children who are recovered each year.
- Provide to state and local government, public and private nonprofit agencies, and individuals information to facilitate the lawful use of school records and birth certificates to identify and locate missing children.

The administrator shall make such arrangements as may be necessary and appropriate to facilitate effective coordination among all federally funded programs relating to missing children (including the preparation of an annual comprehensive plan for facilitating such coordination). Provide for the furnishing of information derived from the national toll-free telephone line where individuals may report information regarding the location of missing children.

The Administrator of the program is authorized to make grants to and enter into contracts with public agencies or private nonprofit organizations, or combinations thereof, for research, demonstration projects, or service programs designed to:

- educate parents, children, and community agencies and organizations in ways to prevent the abductions and sexual exploitation of children;
- to provide information to assist in the locating and return of missing children;
- to aid communities in the collection of materials which would be useful to parents assisting others in the identification of missing children;
- to increase knowledge of and develop effective treatment pertaining to the psychological consequences, on both parents and children, of (a) the abduction of a child, both during the period of disappearance and after the child is recovered; and (b) the sexual exploitation of a missing child;
- to collect detailed data from selected states or localities on the actual investigative practices utilized by law enforcement agencies in missing children's cases;
- to address the particular needs of missing children by minimizing the negative impact of judicial and law enforcement procedures on children who are victims of abuse or sexual exploitation and by promoting the active participation of children and their families in cases involving abuse or sexual exploitation of children;
- to address the needs of missing children and their families following the recovery of such children;
- reduce the likelihood that individuals under 18 years of age will be removed from the control of such individuals legal custodians without such custodians' consent; and
- to establish or operate statewide clearinghouses to assist in recovering or locating missing children.

Ron Laney
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20531
(202) 616-3637

Reducing Parental Kidnaping and Reuniting Families: National Center for Missing and Exploited Children (NCMEC)

NCMEC serves as a national resource center and clearinghouse dedicated to missing and exploited children's issues; including a 24-hour toll free hotline. NCMEC has distributed thousands of publications with practical advice for law enforcement, parents, prosecutors, and other professionals working on missing children's issues. Through an on-line network linking 49 states' missing children clearinghouses, the center is able to transmit case information and photographs of missing children instantaneously.

Through the Jimmy Ryce Law Enforcement Training Center, OJJDP, NCMEC and the FBI are working to improve the national response to missing children's cases through a training and technical assistance program for law enforcement. In addition, the FBI and Criminal Division participate in the Hardiman Task Force, that was created to make available the combined resources and expertise of federal law enforcement agencies to assist state and local governments in the most difficult cases of missing and exploited children nationwide, as identified by the chief of the Task Force, in consultation with the National Center for Missing and Exploited Children.

Ron Laney
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20531
(202) 616-7323

Title I Program for Neglected and Delinquent Children

This program provides funds to meet the special education needs of children in institutions or community day school programs for neglected or delinquent children, and children in adult correctional institutions. Funds may be used for education or educationally related services. Services must be used to supplement, not supplant, those normally provided with state funds. State education agencies (SEAs) may apply for funds under this program. State agencies responsible for the education of neglected or delinquent children may apply to SEA's for subgrants.

Mary Jean LeTendre
Compensatory Education Programs
Office of Elementary and Secondary Education
Department of Education
Portals Building, Room 4400
1250 Maryland Avenue, SW
Washington, DC 20202-6132
(202) 260-0826

Victims of Child Abuse and Neglect

This program is designed to develop model technical assistance and training programs to improve the courts' handling of child abuse and neglect cases. Facilitate the adoption of laws to protect children against the potential second assault of the courtroom proceeding; to address the present situation in which many states have adopted innovative procedures that have far outpaced federal law, leaving those children who do enter the federal system inadequately protected; to address the inconsistency and disparity among state laws on child abuse; to train criminal justice system personnel on up-to-date, innovative techniques for investigating and prosecuting child abuse cases; and, to promote a multi disciplinary approach to coordinating the investigations and prosecution of child abuse cases and, thereby, limiting the number of pre-trial interviews a child must go through as well as better assure the accuracy of each interview. Provide technical assistance, information and support to CASA programs, as well as assist communities in developing new programs, provide support to existing and developing state organizations on issues such as the development of goals and objectives, state legislation, and state standards to strengthen local programs. Assist communities in developing child-focused programs designed to improve the resources available to children and families; provide support to non-offending family members; enhance coordination among community agencies, professionals, and provide medical support to health care and mental health care professionals involved in the intervention, prevention, prosecution, and investigation systems that respond to child abuse cases.

Emily C. Martin
Training and Technical Assistance Division
Office of Juvenile Justice and Delinquency Prevention
Department of Justice
Washington, DC 20031
(202) 307-5940

Youth Initiative/Youth Gangs

This program is designed to prevent and reduce the participation of youth in gangs that engage in illicit drug-related activities; to promote involvement of youth in lawful activities; to prevent the abuse of drugs by youth; to support coordination of activities of local police departments, education, employment and social service agencies; to provide information on the treatment and rehabilitation options available to youth; to coordinate support between schools and state federal governments; and to provide technical assistance to eligible organizations.

State and local governments, federally-recognized Indian Tribal Governments, U.S. Territories and possessions, public and nonprofit private agencies, organizations (including community-based organizations with a demonstrated experience in the field), institutions and individuals may apply for funding for this program.

Family and Youth Services Bureau
Administration for Children and Families
P.O. Box 1182
Washington, DC 20013
(202) 205-8078

Recreation

Disposal of Federal Surplus Real Property for Parks, Recreation, and Historic Monuments

This program transfers surplus federal real property to the public for parks and recreation use, or for use of historical real property. Surplus real property may be conveyed for public park and recreation use at discounts of up to 100 percent of fair market value and for historic monument purposes without monetary consideration. Property conveyed for park and recreation use of historic monument purposes must be used for these purposes in perpetuity.

Applicants for park and recreation purposes should contact National Park Service Regional Directors for the Southeast, North-Atlantic and Western Regional Offices. Applicants for historic monument purposes should contact with National Park Service Regional Directors for the Southeast, Mid-Atlantic, Western, Rocky Mountain, and Alaska Regional Offices (Appendix XI).

National Park Service
Recreation Resource Assistance Division
Department of the Interior
P.O. Box 37127
Washington, DC 20013-7127.
Contacts: Wendy E. Ormont (Park and Recreation Program). Telephone: (202) 343-2780.
Tom Jester (Historic Monument Program). Telephone: (202) 343-9587.

Public and Indian Housing Youth Sports Program

The Public and Indian Housing Youth Program has four objectives:

- to provide positive cultural, recreational, educational or other activities for youth from public and Indian housing projects as alternatives to the drug environment in those projects;
- to eliminate the involvement by youth from public and Indian housing in drug-related crime and the use of drugs;
- to encourage the cooperative efforts of states, units of local government, local parks and recreation districts and agencies, public housing agencies, nonprofit organizations providing youth sports activities, Indian tribes and Indian housing authorities to provide activities for youth designed to serve as alternatives to the drug environment in public and Indian housing; and
- make available federal grants to be used in combination with funds from nonfederal sources to implement program activities for youth from public and Indian housing projects. Programs must be targeted to youth ages 5 to 21 who reside in public or Indian housing. Only public housing agencies may apply for funds.

Regional contacts are listed in appendices IX and X.

Crime Prevention & Security Division
Office of Community Relations and Involvement
Public and Indian Housing
Department of Housing and Urban Development
Room 4116
451 Seventh Street, SW
Washington, DC 20410
(202) 708-1197

Rivers and Trails and Conservation Assistance (RTCA)

This program provides staff assistance to support partnerships between government and citizens to increase the number of rivers and landscapes protected and trails established nationwide. Private nonprofit organizations and federal, state and local government agencies are eligible to apply.

Applicants are requested to communicate with National Park Service Regional Directors (Appendix XI).

William T. Spitzer
Division Chief
Recreation Resources Assistance Division
P.O. Box 37127
Washington, DC 20013
(202) 343-3780

Urban Park and Recreation Recovery Program

The Urban Park and Recreation Recovery Program provides federal grants to local governments for the rehabilitation of recreation areas and facilities, demonstration of innovative approaches to improve park system management and recreation opportunities, and development of improved recreation planning. The Recovery Action Program grants are matching grants (50 percent federal-50 percent local) to local governments for the development of local park and recreation system recovery plans. Eligible applicants are cities and counties meeting the eligibility requirements. Eligibility is based on need, economic and physical distress, and the relative quality and condition of urban recreation facilities and systems.

See Appendix XI for regional contacts. Headquarters contact:

Chief
Recreation Grants Division
National Park Service
Department of the Interior
PO Box 37127
Washington, DC 20013-7127

Research

Social Services Research and Demonstration

This program is designed to promote the ability of families to be financially self-sufficient, and to promote the healthy development and greater social well-being of children and families. Grants, cooperative agreements, and contracts are awarded for innovative research, demonstrations, and evaluations that are responsive to the Administration for Children and Families (ACF) program priorities. All applications must meet standards of excellence in research, demonstration, or evaluation design.

Grants and cooperative agreements may be made to or with governmental entities, colleges, universities, nonprofit organizations (if fee is waived). Contracts may be awarded to nonprofit to for-profit organizations. Grants or cooperative agreements cannot be made directly to individuals.

Please contact the Administration for Children and Families Regional Administrator through the HHS Regional Offices, listed in Appendix VIII. Headquarters contact:

K.A. Jagannathan
Office of Planning, Research and Evaluation
Administration for Children and Families
Department of Health and Human Services
7th Floor, 370 L'Enfant Promenade, SW
Washington, DC 20447
(202) 205-4829

Safety

Lead-Based Paint Hazard Control Program

This program calls for:

- implementation of a national strategy, as defined in Title X, to build the infrastructure necessary to eliminate lead-based paint hazards in all housing, as widely and expeditiously as possible;
- encouragement of effective action to prevent childhood lead poisoning by establishing a workable framework for lead-based paint hazard evaluation and reduction;
- expeditious mobilization of national resources, involving cooperation among all levels of government and the private sector, to develop the most promising, cost-effective methods for evaluating and reducing lead-based paint hazards; and
- promoting job training, employment, and other economic lift opportunities for lower income residents of the project neighborhoods.

Grant money is approved for many activities that center around reducing the danger of lead-based paint poisoning. Applicants shall be states or units of general local government that have an approved Comprehensive Housing Affordability Strategy (CHAS) (Call contact for details). Eligible applicants must demonstrate the capability to identify housing units with significant lead-based paint hazards and to assure the future availability to low- and moderate-income persons of units in which hazard reduction has been conducted.

Ellis Goldman
Program Management Division
Office of Lead-Based Paint Abatement and Poisoning Prevention
Department of Housing and Urban Development
Room B-133
451 Seventh Street, SW
Washington, DC 20410
(202) 755-1822

Science Education

Parent Involvement in Science, Mathematics, and Technology Education

The National Science Foundation seeks projects that stimulate parents to become informed, active proponents for high-quality science, mathematics, and technology education in both school and nonschool settings, as well as projects that provide strategies, materials, and resources for parents to support their children's education. Projects are expected to develop materials and strategies that will engage large numbers of parents in their children's education, as well as in education reform. All projects should result in effective products and models that that can be disseminated and/or replicated in other locations. Projects may be funded for up to five years.

National Science Foundation
Directorate for Education and Human Resources
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1616
e-mail: pubs@nsf.gov
url: http://www.nsf.gov

Special Education

Centers for Independent Living

Centers for Independent Living provide services to individuals with significant disabilities to assist them to function more independently in family and community settings, by developing and supporting a statewide network of centers for independent living. Under this program, federal funds are used for the establishment and operation of centers for independent living that offer a combination of services. Services must include core services including: information and referral services, training in independent living skills, peer counseling, individual and systems advocacy, and as appropriate, a combination of any other independent living services specified by the sponsoring agency. Each center must have a governing board composed of a majority of persons with severe disabilities. The majority of the staff and individuals in decision-making positions must be individuals with disabilities. Not less than 1.8 percent and not more than 2 percent of federal funds appropriated for the program must be reserved to provide training and technical assistance under contracts with entities experienced in the operation of centers for independent living.

The principal eligible applicants are the private nonprofit agencies that received funding directly or through subgrants of contracts under the Centers for Independent Living program in fiscal year 1992. If funds remain available after all the principal eligible applicants have been funded, other centers for independent living and state agencies may receive funding based on satisfactory applications (including territories/possessions).

Regional contacts: Appropriate Regional Commissioners, Rehabilitation Services Administration (Appendix VII). Headquarters contact:

Don Thayer
Office of Developmental Programs
Rehabilitation Services Administration
OSERS
Department of Education
330 C Street, SW
Washington, DC 20202-2575
(202) 205-9315

Grants for Infants and Families with Disabilities

This program assists each state to develop a statewide, comprehensive, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

Funds are used to assist states in planning, developing, and implementing their statewide systems of early intervention services. Funding may also be used to provide direct services for infants and toddlers with disabilities and their families that are not otherwise provided by other public or private sources, to expand and improve on services for infants and toddlers with disabilities that are otherwise available and to provide a free appropriate public education, to children with disabilities from their third birthday to the beginning of the following school year.

The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Secretary of the Interior and the following jurisdictions may apply, Guam, American Samoa, the Virgin Islands, Republic of Palau, and the Commonwealth of the Northern Mariana Islands.

Gail Houle
Division of Educational Services
Office of Special Education Programs
Office of the Assistant Secretary for
Special Education and Rehabilitative Services
Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 205-9084

Program for Children with Serious Emotional Disturbance

This program establishes projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance. Support may be provided for projects to improve special education and related services for children and youth with serious emotional disturbance. Demonstration projects to provide services for children and youth with serious emotional disturbance are supported. Funds for demonstration projects may be used to facilitate interagency and private sector resource pooling to improve services for children and youth with serious emotional disturbance. Information and training for those involved with, or who could be involved with, children and youth with serious emotional disturbance may also be supported.

BEST COPY AVAILABLE

Institutions of higher education, state and local education agencies, and other appropriate public and private nonprofit institutions or agencies may apply for funds under this program.

Doris Andres
Office of Special Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 205-8125

Program for Children and Youth with Severely Disabilities

This program is designed to address the special education, related services, and early intervention needs of children and youth with severe disabilities, including deaf blindness. Children with severe disabilities are those who, because of the intensity of their physical, mental, or emotional problems, need highly specialized education, social, psychological, and medical services. Included in this group are children with severe emotional disturbance, autism, severe and profound mental retardation, and those who have two or more serious disabilities such as deaf-blindness, or mental retardation and blindness. Projects are supported to improve states' capacities to serve children with severe disabilities by promoting changes to service delivery systems.

State education agencies, local education agencies, and nonprofit organizations may apply.

Anne Smith
Division of Educational Services
Office of Special Education and Rehabilitative Services
Department of Education
330 C Street, SW
Washington, DC 20202-2644
(202) 205-8971
e-mail: Anne_Smith@ed.gov

Secondary Education and Transitional Services for Youth with Disabilities

This program has three primary objectives:

- to strengthen and coordinate special education and related services for youth with disabilities currently in school or who recently left school to assist them in the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, independent and community living, or adult services;
- to stimulate the improvement and development of programs for secondary special education; and
- to stimulate the improvement of the vocational and life skills of students with disabilities to enable them to be better prepared for transition to adult life and services.

Awards may include research, development, demonstrations, training, dissemination, and other activities addressing program objectives.

Institutions of higher education, state education agencies, local education agencies and other appropriate public and private nonprofit institutions or agencies, including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act may apply for funding.

Michael Ward
Division of Educational Services
Office of Special Education Programs
600 Independence Avenue, SW
Washington, DC 20202
(202) 205-8163
e-mail: Mike_Ward@ed.gov

State Grants for Assistive Technology

This program provides grants to states to assist them in developing and implementing comprehensive, consumer, responsive statewide programs of technology-related assistance for individuals of all ages with disabilities. Grants are awarded to carry out the functions authorized under the Act. States may provide assistance to statewide community based organizations or directly to individuals with disabilities.

Kate Seelman
NIDRR
600 Independence Avenue, SW
Washington, DC 20202-2572
(202) 205-8134
url: http://www.ed.gov/offices/osers/nidrr

Technology Applications for Individuals with Disabilities

This program is designed to advance the availability, quality, use, and effectiveness of technology, educational media, and materials in the education of children and youth with disabilities and the provision of related services and early intervention services to infants and toddlers with disabilities. Contracts, grants or cooperative agreements may support projects or centers for the purpose of advancing and improving technology, educational media, and materials in the education of the disabled; and how they can be used more effectively to design and adapt new technology, educational media, and materials in developing and marketing new technology, and to disseminate information on their availability and use.

Institutions of higher education, state and local education agencies, public agencies, and private nonprofit or profit agencies or organizations may apply for funds under this program.

Ellen Schiller
Division of Innovation and Development
Office of Assistant Secretary for Special Education and Rehabilitative Services
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 205-8123

Special Populations

Education for Homeless Children and Youth

The Education for Homeless Children and Youth program provides activities for and services to ensure that homeless children and homeless youths enroll in, attend, and achieve in school; to establish or designate an office in each state education agency (SEA) and outlying area for the coordination of education for homeless children and youth; to develop and carry out a state or area plan for the education of homeless children and youth; to develop and implement programs for school personnel to heighten awareness of specific problems of homeless children and youth; and to provide grants to local education agencies.

Funds for this program are used primarily to identify homeless children, and to develop and carry out plans to ensure that homeless children and youth in each state have access to a free, appropriate public education. Funds may be used by SEAs for direct education services to children to encourage participation in school and improve their chances of success. Funds may also be used to support programs for school personnel relating to homeless children and youth. When their appropriation exceeds the amount received in fiscal year 1990 the SEAs must make subgrants to LEAs for the purpose of facilitating the enrollment, attendance, and success of homeless children and youth in schools.

Departments of education in the 50 states, the District of Columbia, Puerto Rico and the outlying areas, and schools serving Indian students that are funded by the Secretary of the Interior may apply for funds under this program.

Francine Vinson
Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6132
(202) 260-2777

Family Support Center and Gateway Demonstration Program

This Family Support Center is designed to reduce the rate of repeated incidence of homelessness among Center clientele and to decrease the incidence of first time homelessness among community participants; to enhance the living conditions of low and very low income families; to improve the physical, social, and educational development of low and very low income families; to improve the physical, social, and educational development of low- and very low-income children and families served by the program; and to achieve progress toward increased potential for independence and self-sufficiency among families served. The Gateway Demonstration Program is for local education agencies, in consultation with the local public housing authority and private industry council, to provide on-site education, training and necessary support services to promote increases in literacy levels and basic employment skills to economically disadvantaged residents of public housing.

Sheldon Shalit or Richard Saul
Community Demonstration Programs
Administration for Children and Families
Office of Community Services
370 L'Enfant Promenade, SW
Washington, DC 20447
(202) 401-9233

Independent Living

This program assists states and localities in establishing and carrying out programs designed to assist youth, with respect to whom foster care maintenance payments are or have been made by the state and who have attained age 16, in making the transition from foster care to independent living.

Grants may be used on behalf of eligible youths for skill development, and education or training related to independent living, but not for room and board. State governments, including the District of Columbia, are eligible to apply.

Contact Regional Administration for Children and Families (Appendix VIII).

Mr. Michael Ambrose
Director
Division of Child Welfare
Administration for Children and Families
P.O. Box 1182
Washington, DC 20013
(202) 205-8470

Indian Education—Grants to Local Educational Agencies

This program offers support to local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students in order to ensure that programs are based on challenging state content standards and student performance standards that are used for all students, and are designed to assist Indian students meet those standards in reaching the National Education Goals. Grantees may use funds for the establishment, maintenance, and operation of supplementary project specifically designed to assist Indian students in state content and student performance standards. Projects must be designed in response to a locally conducted needs assessment and with the full cooperation and involvement of an elected committee representing parents of the Indian students to be served. Permissible activities include but are not limited to: culturally related activities; early childhood and family programs emphasizing school readiness; and enrichment program that directly support the attainment of state content and performance standards.

Eligibility is limited to local education agencies (LEAs) that enroll at least 10 Indian children or in which Indians constitute at least 25 percent of the total enrollment. These requirements do not apply to LEAs serving Indian children in Alaska, California, and Oklahoma or located on, or in proximity to, an Indian reservation. Schools that receive funding from the Bureau of Indian Affairs under Section 1130 of the Education Amendments of 1978 25 U.S.C. 2001; are deemed to be eligible to participate in this program.

Sandra Spaulding
Director, Division of Program Operations
Office of Indian Education
Office of Elementary and Secondary Education
Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 260-1441

Native Hawaiian Special Education

This program funds projects addressing the special education needs of Native Hawaiian students. Projects may include:

- the identification of Native Hawaiian children that are learning disabled, mentally or physically handicapped, or require special education services;
- the conduct of educational activities consistent with the Individuals with Disabilities Education Act that hold reasonable promise of improving the provision of special education and related services to Native Hawaiian children that are identified as being handicapped; and
- appropriate research, evaluation and related activities pertaining to the needs of such children.

No more than 7 percent of the funds appropriated to carry out the provisions of this program for any fiscal year may be used for administrative purposes. Each application for funds under this program must be accompanied by the comments of each local education agency serving students participating in the project.

State of Hawaii or Native Hawaiian organizations may apply.

Linda Glidewell
Switzer Building, 330 C Street, SW
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Washington, DC 20202
(202) 205-9099

Standards and Assessment

Goals 2000–Assessment Development and Evaluation Grants

This program provides grants to help defray the cost of developing, testing, and evaluating state assessments tied to content standards. Grants will be awarded to support development, testing, and evaluating state assessments tied to content standards.

Joseph C. Conaty
OERI
Department of Education
555 New Jersey Avenue, NW, Room 510
Washington, DC 20208-5573
(202) 219-2079

National Institute on Student Achievement, Curriculum, and Assessment

The Institute was established to support the development and distribution of research based information to teachers, schools, policy makers, and parents engaged in education reform. Grants from the Institute will support basic and applied research, planning, training, surveys, evaluations, and demonstrations in education.

Jacqueline Jenkins
National Institute on Student Achievement, Curriculum, and Assessment
Office of Educational Research and Improvement
Department of Education
555 New Jersey Avenue, NW
Washington, DC 20202
(202) 219-2079

Opportunity-to-Learn Development Grants

This program provides grants to develop voluntary national opportunity-to-learn standards and a listing of model programs. Various consortia are eligible to apply for funds under this grant. To the extent possible, each consortia applying for a grant under this program must include the participation of:

- state-level policy makers, such as governors, state legislators, chief state school officers, and state school board members;
- local policy makers and administrators, such as local school board members, superintendents, and principals;
- teachers (especially teachers involved in the development of content standards) and related services personnel;
- parents and individuals with experience in promoting parental involvement in education;
- representatives of business;
- experts in vocational-technical education;
- representatives of regional accrediting associations;
- individuals with expertise in school finance equity, educating at-risk children, trainers of teachers and school administrators;
- curriculum and school reform experts;
- representatives of advocacy groups, including student and civil rights groups;
- representatives of higher education; and
- secondary school students.

Joseph Conaty
OERI
Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5573
(202) 219-2079

Welfare

Family Support Payments to States—Assistance Payments

This program sets general standards for state administration; provides the federal financial share to states and U.S. territories for Aid to Families with Dependent Children (AFDC); provides child care so individuals can participate in approved education and training activities and to accept or maintain employment; provides temporary emergency assistance to families with children; provides aid to the aged, blind, and the permanently and totally disabled in Guam, Puerto Rico, and the Virgin Islands; and monitors the performance and administration of these programs.

Through this program, cash payments are made directly to eligible needy families with dependent children and to needy aged, blind, or disabled persons in Guam, Puerto Rico, and the Virgin Islands. These payments are to cover costs for food, shelter, clothing, and other daily living needs recognized as necessary payments by each state's program. Payments in the form of cash or vendor payments assist needy families or individuals for monthly income maintenance and child care or, for certain families with children in emergency or crisis situations, to prevent destitution. Funds for state and local administration of programs are for costs of interviewing public assistance applicants for eligibility determination and validation of eligibility; costs of providing child care; costs of state and local personnel engaged in program direction and management; and other on-going costs and activities related to administering the programs.

Contact: Individuals needing assistance should contact the local welfare agency. States should contact Office Family Assistance/Administration for Children and Families located at HHS Regional Offices listed in Appendix VIII. Headquarters contact:

Office of the Director
Office of Family Assistance
Administration for Children and Families
Department of Health and Human Services
5th Floor, Aerospace Building
370 L'Enfant Promenade, SW
Washington, DC 20447
(202) 401-9275

Useful Publications for Parents

U.S. Department of Education

Reaching All Families: Creating Family-Friendly Schools
This booklet is designed for school administrators and teachers in their efforts to involve parents and families as more active participants in their children's education. Suggested strategies are appropriate for all students, including students with special needs.

Strong Families, Strong Schools: Building Community Partnerships for Learning
This book explains why family involvement is so important to learning. It summarizes recent research and offers practical tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

Employers, Families, and Education: Promoting Family Involvement in Learning
This booklet contains profiles of exemplary business programs around the nation that promote family involvement in learning. The programs can serve as models for other businesses and can be a resource for school and community leaders who are opening a dialogue with businesses in their area.

America Goes Back to School – Get Involved! Partners' Kit
The America Goes Back to School effort is sponsored by the U.S. Department of Education. Before the beginning of each school year, the America Goes Back to School effort publishes a resource guide that is designed to encourage everyone to make a commitment to children's learning. Getting involved can be simple and fun—with enormous rewards for students and for you.

READ*WRITE*NOW! Partners Tutoring Program
The READ*WRITE*NOW! program is a year-round nationwide reading and writing initiative. The *Partners Tutoring Program* publication is available to assist partners tutor students. Developed by the U.S. Department of Education and Adassah, the booklet suggests a step-by-step method for structuring a tutoring session, instructional techniques when reading aloud with children, and follow-up activities.

***Team Up for Kids!* How Schools Can Support Family Involvement in Education**
This pamphlet outlines strategies for schools to use to promote family involvement in education. It offers suggestions on how to: learn to communicate better; encourage parental participation in school improvement efforts; involve parents in decision making; make parents feel welcome; and use technology to link parents to the classroom.

***Better Education is Everybody's Business*! How Businesses Can Support Family Involvement In Education**
This pamphlet offers employer options for supporting family involvement in education. It offers suggestions for the kinds of policies and programs businesses can employ for employees and their children in order to support education. It also asks interested businesses to join the Partnership for Family Involvement in Education by filling out the form included in the pamphlet.

***Join Together for Kids!* How Communities Can Support Family Involvement in Education**
This pamphlet outlines strategies for communities to use to support schools and family involvement in education. It includes information on how to: combat alcohol, drugs and violence; teach parent skills; set up mentor programs; enlist volunteers; offer summer learning programs; and support preschool programs.

Summer Home Learning Recipes (K-3; 4-5; 6-8; 9-12)
The Summer Home Learning Recipes pamphlets offer age-appropriate activities that parents can try with their children during the summer months. Each pamphlet offers reading, writing, math, and science activities children can engage in with their parents. The pamphlets for older children also include social studies and health activities.

Preparing Your Child for College
This resource book is designed to help parents plan ahead—with your child and your child's teachers and counselors—to ensure he or she is prepared academically for the rigors of college and to save now and plan financially for the costs of college education.

Invitation to Your Community: Building Community Partnerships for Learning
The *Invitation* is Secretary Riley's personal call for communities to become involved in education. It outlines the centerpiece of the Clinton Administration's education agenda, the Goals 2000: Education America Act. It also provides questions that community leaders can ask themselves that can help them analyze what needs to be done to improve learning in schools and communities.

Moving America to the Head of the Class: 50 Simple Things You Can Do
This booklet, which is available in both English and Spanish, outlines ways that parents, employers, and other concerned citizens can get involved in improving local schools, within the limits of their busy schedules. Tips are provided for helping children succeed with reading, homework, challenging courses, and high learning goals.

The translated "50 Consejos Utiles" was published as part of the "Keep the Promise" campaign, supported by the U.S. Department of Education, the Business Roundtable, the National Governors' Association, the American Federation of Teachers, and the National Alliance of Business. "Keep the Promise" encourages all Americans to get involved in improving education, a message that is carried as public service advertising via television, radio, and the print media.

Just Add Kids: A Resource Directory of Learning Partners, Reading Sites, and Other Literacy Organizations
This READ*WRITE*NOW! resource directory lists local groups that match up students with reading tutors and mentors, and other literacy organizations that serve children and their families. The Girl Scouts of the USA, Boys and Girls Clubs of America, Everybody Wins! Foundation, B'nai B'rith Youth Organization, American Library Association, and Phi Beta Sigma Fraternity are among the groups the help support READ*WRITE*NOW!

The Role of Leadership in Sustaining School Reform: Voices from the Field
Case studies are presented involving principals and other school leaders who have successfully sustained school improvement efforts over the long term by developing local partnerships and involving parents.

Get Involved! How Parents and Families Can Help Their Children Do Better in School

This pamphlet outlines strategies parents can use to help improve their children's education. It includes information on reading together; using the television wisely; talking to children and teenagers; expressing high expectations; and keeping in touch with school.

A Teacher's Guide to the U.S. Department of Education

The Teacher's Guide to the U.S. Department of Education offers a compendium of programs that the Department of Education has to offer teachers in primary and secondary schools. It offers information on the Department's organizational structure, the Clinton Administration's initiatives; and selected programs the Department funds that are of particular interest to teachers and schools.

Creating Safe and Drug-Free Schools: An Action Guide

The U.S. Department of Education joined forces with the U.S. Department of Justice to publish this invaluable resource for schools and communities. The resource helps school administrators and community leaders establish safe and drug-free school environments where students can learn to their full potential. The booklet discusses issues such as truancy, alternative schools, mentoring, action steps for students, teachers, parents, and community members. A guide to further resources is also included. To request a copy, call 1-800-624-0100.

Helping Your Child Learn to Read

This resource is an illustrated booklet that shows mothers and fathers how they can teach and encourage their children to read and help create a foundation for lifelong interest in reading. *Helping Your Child Learn to Read* suggests how parents, in addition to reading aloud, can stimulate interest in reading through fun and simple activities. Parents are also encouraged to get involved in their child's schooling. (Find out if this is still available free from: Helping Your Child Learn to Read, Department 617Z, Consumer Information Center, Pueblo, CO 81009.)

Partners' Activity Guide

The *Partners' Activity Guide* is the publication that supports Secretary Riley's back to school initiative. This guide suggests ways parents and community members can become meaningfully involved in local schools and resources to assist you in your efforts. For a copy of the complete publication, write the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Avenue, SW, Washington, DC 20202.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services

This guide provides advice to communities on how to coordinate education, health, and social programs for at-risk children and their families. It contains practical suggestions and examples of ways community leaders can restructure and link services.

The guidebook features profiles and lessons learned from four collaboratives that link community-based and school-based services as well as brief vignettes that portray some common obstacles. Also included is a checklist to help communities through the collaboration process.

Copies of the report cost $11.00 and are available from the Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. When ordering, specify stock number 065-000-00563-8.

BEST COPY AVAILABLE

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School

The Department recently published this document with the assistance of community groups engaged in keeping schools open after school, on the weekends, and during the summer. It is a guide that gives practical ideas and highlights successful programs for before and after school learning activities. It is available from the Department's Information Resource Center, at 1-800-USA-Learn.

Other publications available from the U.S. Department of Education:

- Learning Partners: Get Ready for School!
- Learning Partners: Let's Succeed in School!
- Learning Partners: Let's Do Math!
- Learning Partners: Let's Do Science!
- Learning Partners: Let's Be Healthy!
- Learning Partners: Let's Read!
- Learning Partners: Let's Write!
- Learning Partners: Get to School Safely!
- Learning Partners: Being Responsible!
- Learning Partners: Let's Do Art!
- Learning Partners: Let's Use the Library!
- Learning Partners: Let's Use TV!

The Educational Resources and Information Center (ERIC)

The National Library of Education sponsors the Educational Resource Information Center (ERIC), a national education information network of 16 clearinghouses responsible for developing, maintaining, and providing access to the world's largest education literature database. Each ERIC clearinghouse, drawn from the academic and not-for-profit sectors, is responsible for collecting the significant educational literature within their assigned education area (e.g. family literacy), selecting the highest quality and most relevant material, processing, (i.e., cataloguing, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. To access information, topical packages, and referrals on specific educational practices, research, and resources, contact:

Lynn Smarte, Information Specialist
ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850-3172
Phone: (301) 251-5789
Toll Free: (800) LET-ERIC
e-mail: acceric@inet.ed.gov
gopher: aspensys3.aspensys.com:70/11/education/eric
url: http://www.aspensys.com/eric

The National Parent Information Network

The National Parent Information Network (NPIN) is a project of the ERIC Clearinghouse system. The NPIN is an Internet-based information network for parents, and for organizations and individuals who support parents. Those services include:

- Parent News—an award winning Internet resource, updated monthly, with such items as current articles, books, organizations, community programming ideas, and interesting websites.
- Parents AskERIC—a question and answer service for parents, teachers, administrators, and parent education specialists.
- Parenting Discussion List—an informal list of parents, and professionals who work with parents, discussing current parenting issues.
- Resources for Parents and for Those Who Work for Parents—includes a variety of current journals, articles, and books on family life, child development, and parenting from birth through early adolescence.

The ERIC Clearinghouse on Reading, English, and Communication offers parents and teachers free two-page summaries on such topics as:

- supporting children's literacy development;
- helping children overcome reading difficulties;
- using computers for reading and writing and instruction; and
- incorporating phonics in whole language classrooms.

For more information about NPIN, contact, ERIC Clearinghouse on Elementary Education and Early Childhood Education at University of Illinois at Urbana-Champaign, Children's Research Center, 51 Gerry Drive, Champaign, IL 61820-7469. The phone number is (217) 333-1386, and toll free: (800) 583-4135. E-mail: ericeece@uiuc.edu. The home page for the National Parent Information Network is: **http://ericps.ere.uiuc.edu/npin/npinhome.html**. The home page for the Clearinghouse is **ERIC/EECE://ericps.crc.uiuc.edu/ericeece.html**.

Another free resource available from the Clearinghouse is the newsletter, The ERIC Reader. Both the winter and spring 1996 issues were devoted to the issue of underachievement in reading, including strategies and materials for addressing the problem.

In addition to the free publications, the ERIC Clearinghouse on Reading, English, and Communication produces low-cost books, including *Teach a Child to Read, Remedial Reading for Elementary School Children*, and *Critical Thinking, Reading, and Writing*. The Clearinghouse can also assist parents and teachers through a series of seminars and workshops offered through its Family Literacy Center at sites throughout the country. These include "Parents Sharing Books" seminars and workshops such as "Make Parents Your Parents in Literacy." Contact the Clearinghouse to learn more about these offerings.

To order Digests or to receive the ERIC Reader, call 1-800-759-4723 or write to: ERIC Clearinghouse on Reading, English and Communication, Indiana University, Smith Research Center, 2805 E. 10th Street, Suite 150, Bloomington, IN, 47408-2698. You may also download selected Digests, The ERIC Reader, and bibliographies on popular literacy offerings from the Clearinghouse's Web site at **http://www.indiana.edu/~eric_rec**. More specific literacy questions may be addressed to the AskERIC question and answer service at **askeric@ericir.syr.edu**.

Other Sources:

Children's Running: A Guide for Parents and Kids
Children's Running: A Guide for Teachers and Coaches
The Road Runners Club of America, a nonprofit organization with over 565 local chapters across the country, is reaching out to families and schools with two publications that promote running as a healthy activity that keeps children away from drugs and alcohol. To purchase copies at a nominal charge, contact the Road Runners Club of America at 1150 S. Washington Street, Suite 250, Alexandria, VA 22314-4493. Phone: (703) 836-0558.

Creating Learning Communities: An Introduction to Community Education
This resource discusses strategies for linking families, schools, and community groups. Contact the National Community Education Association, 3929 Old Lee Highway, Suite 91A, Fairfax, VA 22030. Phone: (703) 359-0972. The cost for a single copy is $2.95.

Crosswalking the National Agenda and Goals 2000
This book identifies the similarities between GOALS 2000 and the National Agenda for Achieving Better Results for Children and Youth with Disabilities. The National Agenda document, developed with broad participation from the special education and general education communities, is a dual vision of both reform for special education and of integrating these changes into comprehensive school improvement efforts. To encourage integrated school reform, *Crosswalking* shows how the National Agenda mirrors GOALS 2000 elements such as emphasis on high standards for learning, professional enrichment for educators, and school partnerships with parents, businesses, and other groups.

To obtain a copy of *Crosswalking the National Agenda and Goals 2000*, write to the National Association of State Directors of Special Education, (NASDSE) at 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. The cost is $4.00.

Employers Support Parenting: Making it Work. A Practical Guide to Supporting Your Employees as Parents
This guide suggests family-friendly policies in the workplace that support parent involvement in education. Write to the Greater Austin Chamber of Commerce, P.O. Box 1967, Austin, TX 78767. Phone: (512) 322-5628.

A Family With Drug Free Children and Teens
This brochure from the National PTA offers simple suggestions to help children say "no thanks" to alcohol and other drugs. It offers tips on honest communication, cooperation, personal responsibility. It also offers suggestion on how parents can help children develop the ability to make judgments and decisions, and teach them to give and receive unconditional love.

Grassroots Success! Preparing Schools and Families for Each Other
This resource guide offers tips for effective family-school collaboration. Contact the National Association for the Education of Young Children, 1509 Sixteenth Street, NW, Washington, DC 20036-1426. The fee is $8.00 postpaid.

BEST COPY AVAILABLE

Parent Involvement Handbook
Written by *Education Today* magazine, offers numerous tips on how parents can meet the learning needs of children from birth through college. The guide was produced with the support of Southern California Edison, John Hancock, the Merck Institute for Science Education, J.C. Penney, and TRW. To order a copy, write the Educational Publishing Group, 20 Park Plaza, Suite 1215, Boston, MA 02116. Phone: (617)542-6500. The book's cost is $7.95 plus $3.00 shipping and handling.

On Target: Effective Parent Involvement Programs
This document, issued by the U.S. Chamber of Commerce. It focuses on what businesses are doing to support family involvement in schools and communities. Programs described include those maintained by Southern California Edison and GT Water Products. To order a copy, contact the Center for Workforce Preparation, U.S. Chamber of Commerce, 1615 H Street, NW, Washington, DC 20062-2000. Or call (202) 463-5525. The cost of the book is $14, a discount from its regular price, if you mention the U.S. Department of Education.

Teacher's Manual for Parent and Community Involvement
This book summarizes research and provides tips on family involvement in children's learning. Contact the National Community Education Association (address is listed above, under *Creating Learning Communities*.) Cost is $17.95.

Federal Parental Resources on the Internet

The President's Council on Physical Fitness

World Wide Web:
www.whitehouse.gov/WH/PCPFS/html/fitnet.html

This site offers contact and descriptive information on the President's Council on Physical Fitness. Also, information on presidential fitness partners and participating organizations.

President's Interagency Council on Women

World Wide Web:
www.whitehouse.gov/WH/EOP/Women/IACW/

This site offers information on the IACW, members, a report to the President and press releases. Also, a follow-up of the 1997 World Conference on Women in Beijing.

White House Office for Women's Initiatives and Outreach

World Wide Web:
www.whitehouse.gov/WH/EOP/women/OWIO/index.html

Information about the office, a newsletter and a listing of recent events.

Children and Youth Family Education Research Network

Telnet:
gopher-cyfnet.new.umn.edu
Login: cyfnet

This cite provides links to Programs and Resources Against Violence (PAVNET), youth-at-risk programs, national network for child care, family resiliency, and science and technology literacy, as well as resources and statistics for child, youth, and family programs. A program of the USDA and 4-H.

Department of Commerce Consumer Affairs Office

World Wide Web:
www.doc.gov/resources/oca/html

The Department of Commerce offers information on how to obtain consumer bulletins and reports, tip sheets, and business education guides.

Department of Defense Bosnia Contact Information

World Wide Web:
www.army.mil/post.htm

The U.S. Army offers directions on how to send mail to any service member stationed in Bosnia, and to their families in Germany. Also, how to send mail to an unspecified service member or family.

U.S. Department of Education

World Wide Web:
www.ed.gov

Gopher:
gopher.ed.gov

Links to information on national education goals; Education Department guides for teachers and researchers; national initiatives, including Goals 2000 and the School-to-Work initiative; publications; press releases; a staff directory; funding opportunities; the Chronicle of Higher Education's *Academe This Week*; and links to other education sites and programs.

Descriptions of a number of U.S. Department of Education sites follow.

Educational Resources Information Center ASK ERIC

World Wide Web
ericir.syr.edu

Gopher
ericir.syr.edu

The ERIC system is a clearinghouse of educational resources, including lesson plans for teachers, information on education issues and GOALS 2000, and information guides on education concepts in specific fields with expert commentary and bibliographies. Links to other ERIC clearinghouses.

National Center for Research on Evaluation, Standards and Student Testing

Gopher
gopher.cse.ucla.edu

This site offers links to information on kindergarten-through-12th-grade assessment research. Also, information on education testing, research and development, and evaluation.

National Center on Adult Literacy

World Wide Web
litserver.literacy.upenn.edu

Links to the center's research agency, current projects, publications, the Department of Education, the Literacy Technology Laboratory and the International Literacy Institute.

National Network of Regional Educational Laboratories

Gopher
gopher.nwrel.org

Links to a staff directory and information on the regional education laboratories, and links to lab sites nationwide.

Postsecondary Education Office

World Wide Web
www.ed.gov/offices/OPE

Links to the office of the assistant secretary for postsecondary education, and to relevant programs and organizations. Also includes current student loan information and downloadable application for federal student aid.

Project Easy Access for Students and Institutions

World Wide Web
easi.ed.gov

Information on a collaboration among government, business, and education leaders to re-engineer the postsecondary education financial system.

School-To-Work Initiative

World Wide Web
www.stw.ed.gov/

The School-to-Work initiative provides federal seed money to partner businesses, community organizations, and government with students to prepare students for the job market. Site includes information on events, announcements and grant descriptions.

Department of Health and Human Services Administration on Children and Families

World Wide Web
www.acf.dhhs.gov

Information promoting economic and social well-being of children and families. Welfare reform demonstration program information, news releases, recent policy information, staff e-mail addresses and contact information, and program announcements.

Child Support Enforcement Office

World Wide Web
www.acf.dhhs.gov/ACFPrograms/CSE/index.html

Information at this site includes a directory of state child support enforcement offices, profiles of child-support enforcement policies and activities in each state, OCSE regulations and annual reports, and a listing of child-support conferences.

U.S. Department of Interior

World Wide Web
www.doi.gov

General information, organization chart, budget information, job announcements and links to DOI bureaus. Includes information on national parks, the Arctic National Wildlife Refuge and congressional testimony.

Bureau of Indian Affairs

World Wide Web
info.er.usgs.gov/doi/bureau-indian-affairs.html

Descriptive information about the BIA and its director; available education programs, listings of regional offices and current press releases. Link to the Division of Energy and Mineral Resources.

National Park Service

World Wide Web
www.nps.gov

Background information, contact list, publications, information on individual national parks, NPS data and information on the American Civil War Battlefield Protection Plan, National Archeological Database, Prairie Grove Battlefield and NPS Geospatial Clearinghouse.

U.S. Department of Justice Community Relations Service

World Wide Web
www.usdoj.gov/offices/crs.html

General information and contact information for CRS offices nationwide are included in this site.

Juvenile Justice and Delinquency Prevention Office

World Wide Web
ncjrs.aspensys.com:81/aboutojj.html

This site provides information on congressional activities and office mission and goals. Also, links to other sites, including the Juvenile Justice Clearinghouse and the National Center for Missing and Exploited Children.

National Institute of Justice

World Wide Web
www.ncjrs.org/nijhome.htm

Gopher
justice2.osdoj.gov
Path: Office of Justice Programs

This site contains searchable NIJ directories and files on antistalking models, assessing the impact of Dade County, Florida's felony drug court, the Children-at-Risk Program, developing drug testing by hair analysis, the Drug Use Forecasting Program, jail boot camps, gangs, and community policing.

U.S. Department of Transportation

World Wide Web
www.dot.gov

This site provides information on transportation issues relating to highway, transit, aviation, railroad, and boating safety, including vehicle recalls, transportation crash statistics, vehicle manufacturing requirements, child safety seats, and school bus, pedestrian and bicycle safety programs

INDEPENDENT AGENCIES

Consumer Product Safety Commission

Gopher
cpsc.gov

This site provides instructions for reporting an unsafe consumer product. Files of press releases; public calendars; *Federal Register* notices; information for manufacturers, retailers, and distributors; and instructions for receiving information from CPSC via -mail.

National Aeronautics and Space Administration (NASA)

World Wide Web:
www.nasa.gov

The NASA homepage offers links to NASA news, subjects of public interest, NASA strategic plan and other NASA strategies, policies and public affairs information, NASA online education resources and NASA information sources by subject.

NASA Earth Observing System

World Wide Web
eos.nasa.gov

Discover, retrieve and display documents and data about the Earth Observing System. Information on EOS issues and access to the Payload Panel Report. Additional resources to be added to include Algorithm Theoretical Basis Documents, the *EOS Reference Handbook,* the EOS directory, images from various satellites and airborne instruments, and cross-references to other EOS-related information servers on the Internet.

NASA Goddard Space Flight Center

World Wide Web
hypatia.gsfc.nasa.gov/GSFC_homepage.html

Central guide for many NASA projects and services. The NASA Information by subject section connects to servers by subject category. The map links to the homepages of NASA centers and servers of other national and international space agencies. Also includes a personnel locator, which finds addresses, phone numbers, and e-mail addresses for NASA staff; and a public affairs section that provides access to satellite images, information about space shuttle missions and astronauts. Gopher servers, including the Network Applications Information Center, scientific and technical information, Computer Software Management Information Center, and information on small shuttle payloads.

NASA K-12
National Research and Education Network

World Wide Web
quest.arc.nasa.gov

Gopher
quest.arc.nasa.gov

This site contains materials aimed at elementary, middle, high school, and community college instructors. Information includes science lesson plans and curricular guides; guides to Internet science sources; and database, image and text files to support special NASA education projects.

NASA Kennedy Space Flight Center

World Wide Web
www.ksc.nasa.gov/ksc.html

Gopher
www.ksc.nasa.gov

This site provides NASA Gopher, Web and tenet sites organized by center and project under an Additional NASA Services section. The historical archive section provides comprehensive information about past space missions, listed by project name and mission number, shuttle missions; planetary probes and upcoming missions. Access to images transmitted from space, lists of mission objectives and accomplishments, and biological data about crew members. The FAQ section includes shuttle mission schedules, an article about how to become an astronaut and instructions for obtaining a launch pass.

NASA Liftoff to Space Exploration

World Wide Web
liftoff.msfc.nasa.gov

Information on Astro-2 experiments and discoveries. Read the Astro-2 log and find out about the shuttle flight crew. View stars, galaxies, planets, and quasars in ultra-violet light.

NASA Shuttle Mission

World Wide Web
shuttle.nasa.gov

Links to experiments in the second flight of the sixth space shuttle mission, Columbia. Information on the Microgravity Laboratory, which will be used to investigate the near-weightless environment on Columbia and how it affects fluids, combustion, material structures and protein crystals, and to demonstrate technology needed to further microgravity research on the shuttle and the International Space Station. Also, information on the countdown, launch, orbit, landing, crew, photos, and press releases.

NASA Space Calendar

World Wide Web
newproducts.jpl.nasa.gov/calendar

Lists date of scheduled launches, anniversaries of important space missions, birthdays of important astronomers, and astronomical highlights, such as eclipses and asteroid flybys. Also links to information on many launches, past space missions, and biographies of astronomers.

Smithsonian Institution

World Wide Web
www.si.edu

Links to the Center for Earth and Planetary Studies, the Freer Gallery of Art, the Arthur M. Sackler Gallery, the National Air and Space Museum, the National Museum of the American Indian, the Natural History Web and the Smithsonian Institution photo server. There is an alternative site address located in California at www.si.sgilcom.

Smithsonian Center for Earth and Planetary Studies and National Air and Space Museum

World Wide Web
ceps.nasm,edu:2020/homepage.html

Links to servers with images of Comet Shoemaker-Levy 9 collision with Jupiter and the Space Shuttle Repository and Regional Planetary Image Facility.

Smithsonian Natural History Museum

World Wide Web
www.nmnh.si.edu

Gopher
nmnhgoph.si.edu/11

This site offers directories and files on botany, vertebrate and invertebrate zoology, paleontology, and other biological gophers. Field study program announcements.

BEST COPY AVAILABLE

Appendices

Appendix I

GOALS 2000 Parental Information and Resource Centers

The Goals 2000: Educate America Act of 1994 authorized state-level parent information and resource centers to aid families and parent educators in strengthening partnerships between parents and professionals in meeting the education needs of children. The following parent information and resource centers in 28 states received four-year grants in 1995 under the Goals 2000: Educate America Act. The brief descriptions here, as well as a more extensive profile of each organization are provided by the U.S. Department of Education in the publication, *Goals 2000: Educate America Act, Parent Information and Resource Centers, Grant Abstracts FY 1995.* To request a copy of the publication, call (202) 401-0039. Similar centers are planned for the remaining states.

Ernie Salgado
Native American Parental Assistance Program
Ahmium Education, Inc.
P.O. Box 366
San Jancinto, CA 92581
909-654-2781
Fax: 909-654-3089
Provides Native American Families with the knowledge and skills they need to participate in their children's education.

Donna Garnett
Colorado Parent Information and Resource Center
Clayton Foundation
1445 Market Street, Suite 220
Denver, CO 80202
303-820-5631
Fax: 303-820-5656
Disseminates information and provides referrals to parents statewide.

Audrey Epperson
Greater Washington Urban League
3501 14th Street, NW
Washington, DC 20010
202-265-8200
Fax: 202-265-9878
Provides services through centrally located and mobile parent training centers. Also offers computer access to parenting information through the National Urban League Parent Network.

Mary Lindsey
Florida Center for Parental Involvement
Center for Excellence
7406 Dixon Avenue
Tampa, FL 33604
813-238-5873
Fax: 813-237-3729
Provides assistance to both minority students of preschool through high school age and their families.

Jo Granberry
Parental Training Resource Assistance Center
Albany/Dougherty 2000 Partnership
P.O. Box 1726
Albany, GA 31702- 1726
912-888-0999
Fax: 912-888-2664
Helps low-income parents in Southwest Georgia become more involved with their children's education.

Helenann Lauber
Parents and Children Together
Hawaii State Family Center Association
1475 Linapuni Street, Room 117-A
Honolulu, HI 96819
P: 808-847-3285
F: 808-841-1485
Offers services to parents through Parental Assistance Centers in 11 schools on three Hawaiian islands.

BEST COPY AVAILABLE

Ronn Mirr
Iowa Parent Resource Center
The Higher Plain, Inc.
1025 Penkridge Drive
Iowa City, IA 52246
319-354-5606
Fax: 319-354-5345
Provides training and technical assistance to parent groups and educational programs throughout Iowa, particularly for low-income families and their children.

Judy L. Planck
Parental Assistance Program
Licking Valley Community Action Program
203 High Street
Flemingsburg, KY 41041
606-845-0081
F: 606-845-0418
Distributes information and provides services to families in low-income communities.

Christine Snook
Family Resource Project
Maine Parent Federation
P.O. Box 2067
Augusta, ME 04338-2067
207-582-2504
Fax: 207-582-3638
Provides information and workshops to parents and educators in Maine.

Carol Walsh
Parenting Resource and Support Partnership
Child Care Connection, Inc.
332 West Edmonston Drive
Rockville, MD 20852
301-279-1773
Fax: 301-294-4962
Offers varied programs, including telephone assistance services for parents and professional support workshops for educators, to support parents in their role as primary teachers.

Sandra Willens
Massachusetts Parent Training and Empowerment Project
Cambridge Partnership for Public Education
MIT Building 20, Room 129B
Cambridge, MA 02139
617-253-7093
Fax: 617-258-5573
Helps low-income and limited English-speaking parents to become advocates for their children through parent training.

Deanna DePree
Families United for Success
Life Services System of Ottowa County, Inc.
272 East 8th Street, Suite B
Holland, MI 49423
616-396-7566
Fax: 616-396-6893
Works with service providers on a case-by-case basis to train parents to teach their children. Provides referrals as needed.

Sharmin Davis Jamison
Families and Schools Together (FAST) Forward
PACER Center, Inc.
4826 Chicago Avenue, South
Minneapolis, MN 55417-1098
612-827-2966
Fax: 612-827-3065
Disseminates information about parental involvement to the general public, low-income families, and minority communities. In addition, offers workshops and in-person consultations to parents and professionals.

Diana S. Schmidt
Missouri Partnership for Parenting Assistance
Literacy Investment for Tomorrow-Missouri (LIFT)
300 South Broadway
St. Louis, MO 63102
314-421-1970
Fax: 314-539-5170
Disseminates information about parental involvement to the general public, low-income families, and minority communities. In addition, offers workshops and in-person consultations to parents and professionals.

Leisa Whittum
Center for Healthy Families
Sunrise Children's Hospital Foundation
3196 S. Maryland Parkway #307
Las Vegas, NV 89109
702-731-8373
Fax: 702-731-8372
Provides prenatal and parenting education to families in Southern Nevada.

Deborah Bennis
Building Family Strengths
Parent Information Center
P.O. Box 1422
Concord, NH 03302-1422
603-224-7005
(800) 947-7005 (NH only)
Fax: 603-224-4365
Offers training, informational workshops, and comprehensive social services to parents and educators.

Sharon J.B. Copeland
Prevent Child Abuse - New Jersey
35 Halsey Street, Suite 300
Newark, NJ 07102-3031
201-643-3710
Fax: 201-643-9222
Brings family support and parent education programs to local communities by serving as a facilitator for three programs—Parents as Teachers, Effective Parenting Information for Children (EPIC), and Teens as Effective Mothers (TEAM).

Patricia Edwards
CONNECTIONS
Geneseo Migrant Center, Inc.
P.O. Box 545
Geneseo, NY 14454
716-245-5681
Fax: 716-245-5680
Develops materials for migrant workers, their families, and educators on a statewide and national basis.

Claudia Ollivierre
Parents in Partnership Project
Exceptional Children's Assistance Center
P.O. Box 16
Davidson, NC 28036
704-892-1321
Fax: 704-892-5028
Increases involvement of North Carolina's families in all levels of their children's education through the Parents in Partnership Project (PIPP).

Elizabeth Yaryan
Ohio Parent Information Center
Lighthouse Youth Services, Inc.
4837 Ward Street
Cincinnati, OH 45227
513-272-0273
Fax: 513-272-0284
Provides statewide information dissemination and training sessions to increase parents' knowledge of and confidence in child-rearing activities, such as teaching and nurturing their young children.

Pat Lowther
Parents As Partners in Education
Eagle Ridge Institute
4801 North East 70th Street
Oklahoma City, OK 73111
405-478-4078
Fax: 405-947-3793
Offers parents information and general age-appropriate materials statewide, and provides referrals for services in rural and urban areas of Oklahoma County.

Barbara Mooney
Southwestern Pennsylvania Parental Assistance Center Project
Community Action Southwest
22 West High Street
Waynesburg, PA 15370
412-852-2893
Fax: 412-627-7713
Provides parenting workshops and information resource rooms to low-income families in Southwestern Pennsylvania.

Mary Baumeister
Black Hills Parent Resource Network
Black Hills Special Services Foundation
P.O. Box 218
Sturgis, SD 57785
605-347-4467
Fax: 605-347-5223

Coordinates a system of information and support to enhance parents' efforts to nurture their children's growth and development and to connect families with professionals and resources.

Marilyn Tucker
Parents First
NashvilleREAD, Inc.
421 Great Circle Road, Suite 104
Nashville, TN 37228
615-255-4982
Fax: 615-255-4783

Targets minority parents, parents with limited English speaking ability, and parents who are severely economically and educationally disadvantaged for literacy and parent training services.

Mary Ellen Nudd
Family Focus Project
Mental Health Association of Texas
8401 Shoal Creek Boulevard
Austin, TX 78757
512-454-3706
Fax: 512-454-3725

Serves high-risk populations, including teen parents, areas with high rates of juvenile crime, and underserved populations with two parent training programs—Parents as Teachers and the Practical Parent Education Program.

Sue Harding
Vermont Family Resource Project
Addison County Parent Child Center
P.O. Box 646
Middlebury, VT 05753
802-388-3171
Fax: 802-388-1590

Operates Parents as Teachers programs, parent education programs, and parent mentoring programs throughout Vermont.

Marilyn Littlejohn
Children's Home Society of Washington
201 South 34th Street
Seattle, WA 98408
206-472-3355
Fax: 206-475-8377

Operates family support centers and readiness-to-learn programs in addition to working collaboratively with other community organizations to ensure the delivery of early childhood services.

Susan R. Werley
Parents Plus
United Health Group
P.O. Box 452
Menasha, WI 54952-0452
414-729-1787
Fax: 414-751-5038

Through regional family resource centers across Wisconsin, provides training to parents of children of all ages.

Appendix II

Secretary's Regional Representatives

Region I
Jan Paschal
U.S. Department of Education
540 McCormack Courthouse
Boston, MA 02109-4557
Phone: (617) 223-9317
Fax: (617) 223-9324

Region II
W.Wilson Goode, Acting
U.S. Department of Education
75 Park Place, 12th Floor
New York, NY 10007
Phone: (212) 264-7005
Fax: (212) 264-4427

Region III
W. Wilson Goode
U.S. Department of Education
3535 Market Street, Room 16350
Philadelphia, PA 19104
Phone: (215) 596-1001
Fax: (215) 596-1094

Region IV
Stanley Williams
U.S. Department of Education
100 Alabama Street, NW
Suite 19T40
Atlanta, GA 30303
Phone: (404) 562-6225
Fax: (404) 562-6520

Region V
Stephanie Jones
U.S. Department of Education
111 North Canal Street, Suite 1094
Chicago, IL 60606-7204
Phone: (312) 886-8222
Fax: (312) 353-5147

Region VI
Sally Cain
U.S. Department of Education
1200 Main Tower Building, Room 2125
Dallas, TX 75202
Phone: (214) 767-3626
Fax: (214) 767-3634

Region VII
Sandra Walker
U.S. Department of Education
10220 North Executive Hills Blvd, 9th Floor
Kansas City, MO 64153-1367
Phone: (816) 880-4000
Fax: (816) 891-0578

Region VIII
Lynn Simons
U.S. Department of Education
Regional Office, Federal Building
1244 Speer Blvd, Suite 310
Denver, CO 80204-3582
Phone: (303) 844-3544
Fax: (303) 844-2524

Region IX
Loni Hancock
U.S. Department of Education
50 United Nations Plaza, Room 205
San Francisco, CA 94102
(415) 437-7520
(415) 437-7540

Region X
Carla Nuxoll
U.S. Department of Education
Jackson Federal Building
915 2nd Avenue, Room 3362
Seattle, WA 98174-1099
Phone: (206) 220-7800
Fax: (206) 220-7806

BEST COPY AVAILABLE

Appendix III

Comprehensive Regional Assistance Centers

The Office of Elementary and Secondary Education funds the comprehensive assistance centers to support schools as they engage in comprehensive school change efforts to continuously improve teaching, learning, and student achievement; and to help schools improve the academic performance of all students, especially those who have traditionally been underserved by the education system. Each comprehensive assistance center provides high quality technical assistance and services to states, districts, and schools to facilitate the success of educational reform and school improvement initiatives.

Each assistance center serves as the single point of contact for requests for Elementary and Secondary Education Act (ESEA) services and programs; links educators to an established network of national, regional, and local service providers through a coordinated effort allowing convenient "one-stop shopping." Each center works to empower school personnel and to improve teaching and learning for all children; based on effective practices and the latest research. Priorities are to assist school wideprograms, to help local education agencies that have the highest percentages of children in poverty, and to help all children achieve high standards.

Region I:
Vivian Guilfoy, Director
Education Development Center, Inc
55 Chapel Street
Newton, MA 02158-1060
Phone: (617)969-7100, ext. 2310
Fax: (617) 332-4318
Toll-free: (800)332-0226
e-mail: compcenter@edc.org
url: http://www.edc.org/NECAC/
States served: CT; MA; ME; NH; RI; VT

Region II:
LaMar P. Miller, Executive Director
New York Technical Assistance Center
New York University
82 Washington Place
New York, NY 10003-6680
Phone: (212) 998-511
Fax: (212) 995-4199/4041
Toll-free: (800) 4NYU-224
Toll-free restrictions: NY residents only
url: http://www.nyu.edu/education/metrocenter/ytac/nytac.html
State served: New York

Region III:
Dr. Charlene Rivera, Director
George Washington University
1730 North Lynn Street, Suite 401
Arlington, VA 22209
Phone: (703)528-3588
FAX: (703) 528-5973
Toll-free: (800)925-3223
e-mail: r3cc@ceee.gwu.edu
url: http://r3cc.ceee.gwu.edu
States served: DC; DE; MD; NJ; OH; PA

Region IV
Pamela K. Buckley
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, WV 25325-1348
Phone: (304)347-0441
FAX: (304) 347-0489
Toll-free: (800)624-9120
url: http://www.ael.org/ctac
States served: KY; NC; SC; TN; VA; WV

Region V
Dr. Hai Tran, Director
Southeast Comprehensive Assistance Center
3330 North Causeway Boulevard, Suite 430
Metaire, LA 70002-3573
Phone: (504) 838-6861
FAX: (504) 831-5242
E-mail: htran@sedl/org
States served: AL; AR; GA; LA; MS

Region VI:
Minerva Coyne, Director
University of Wisconsin
1025 West Johnson Street
Madison, WI 53706
Phone: (608)263-4326
Fax: (608) 263-3733
e-mail: mcoyne@macc.wisc.edu
Gopher: wiscinfo.wisc.edu:70/11/.info-source/.ccvi/
url: http://www.wcer.wisc.edu/ccvi/
States served: IA; MI; MN; ND; SD; WI

Region VII:
John E. Steffens, Director
University of Oklahoma
555 Constitution Street, Suite 128
Norman, OK 73037-0005
Phone: (405) 325-1711
Fax: (405) 325-1824
E-mail: steffens@uoknor.edu
url: http://tel.oocc.uoknor.edu/comp/comp.html
States served: IL; IN; KS; MO; NE; OK

Region VIII:
Maria Robledo Montecel, Executive Director
Albert Cortez, Site Director
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
Phone: (210) 684-8180
Fax: (210) 684-5389
E-mail: acortez@txdirect.net
State served: Texas

Region IX
Paul E. Martinez, Director
New Mexico Highlands University
121 Tijeras, NE, Suite 2100
Albuquerque, NM 87102
Phone: (505) 242-7447
Fax: (505) 242-7558
url: http://www.nmhu.edu/cesdp/swcc.htm
States served: AZ; CO; NM; NV; UT

Region X
Ethel Simon-McWilliams, Executive Director
Carlos Sundermann, Center Director
Northwest Regional Assistance Center
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204-3297
Phone: (503)275-9479
Fax: (503) 275-9625
Toll free: (800)547-6339
e-mail: nwrac@nwrel.org
url: http://www.nwrac.org
States served: ID; MT; WA; WY

Region XI:
Beverly P. Farr, Director
Far West Laboratory for Educational Research
730 Harrison Street
San Francisco, CA 94107
Phone: (415)565-3009
Fax: (415) 565-3012/2024
Toll-Free: (800)645-3276
e-mail: bfarr@wested.org
url: http://www.wested.org
State served: Northern California

Region XII:
Henry Mothner, Director
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
Phone: (310)922-6343
Fax: (310) 940-1798
e-mail: mothner_henry@lacoe.edu
url: http://sccac.lacoe.edu
State served: Southern California

Region XIII:
Bill Buell, Program Director
South East Regional Resource Center
210 Ferry Way, Suite 200
Juneau, AK 99801
Phone: (907)586-6806
Fax: (907) 463-3811
e-mail: AKRAC@PTIalaska.net
url: http://www.akrac.k12.ak.us
State served: AK

Region XIV:
Trudy Hensley, Director
Educational Testing Service
1979 Lakeside Parkway
Suite 400
Tucker, GA 30084
Phone: (770) 723-7443
Fax: (770) 723-7436
E-mail: thensley@ets.org
States/Territories Served: FL, PR, and VI

Region XV:
Hilda Heine, Project Director
Pacific Region Educational Laboratory
828 Fort Street Mall, Suite 500
Honolulu. HI 96813
Phone: (808) 533-6000
Fax: (808) 533-7599
E-mail: heineh@prel.hawaii.edu
State/territories served: Hawaii; American Samoa; Federated States of Micronesia; Guam; Republic of the Marshall Islands; Commonwealth of the Northern Mariana Islands; Republic of Palau

Appendix IV

Regional Education Laboratories

Regional laboratories help schools and districts in their region find solutions to problems. They also offer technical assistance and are a resource of information, particularly in their specialty areas. Indicated below are family involvement resources and publications available from individual labs.

During the last contract period (1990-95) most of the laboratories collaborated on the development of *Continuity in Early Education: A Framework for Home, School, and Community Linkages* (1995). This document is intended for use by communities to support and facilitate the continuity of services from children birth to age 8 and thier families.

Northeast and Islands Laboratory at Brown (LAB)
Phil Zarlengo, Acting Director
222 Richmond Street, Suite 300
Providence, RI 02903-4226
Phone: (401) 274-9548
Toll free: (800) 521-9550
Fax: (401) 421-7650
e-mail: LAB@brown.edu
url: http://www.lab.brown.edu
States served: CT, ME, MA, NH, NY, RI, VT, PR, VI
Specialty: Language and Cultural Diversity

RMC Research, one of the LAB's partners, will undertake a multiyear effort to explore ways to build parent-community-business support for school reforms the focus on high achievement for all children. The intent of this applied research project is to identify strategies and materials to build parental and public support for the standards-based school reform movement.

Mid-Atlantic Laboratory for Student Success (LSS)
Margaret Wang, Director
Temple University, 933 Ritter Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
Phone: (215) 204-3030
Fax: (215) 204-5130
e-mail: lss@vm.temple.edu
url: http://www.temple.edu/departments/LSS
States served: DE, MD, NJ, PA, DC
Specialty area: Urban Education

Appalacia Educational Laboratory (AEL)
Terry L. Eidell, Director
Post Office Box 1348
Charleston, WV 25325-1348
Phone: (304) 347-0400
Toll-free: (800) 624-9120
Fax: (304) 347-0487
e-mail: aelinfo@ael.org
url: http://www.ael.org
States served: KY, TN, VA, WV
Specialty area: Rural Education

Relevant publications include: *Family Connections 1* (1992) for preschool and *Family Connections 2* (1993) for kindergarten and early primary grades. These guides, designed to help families to be involved more effectively in their children's education, can be used by staff conducting home visits, teachers who want to send the weekly guides home with students, and program staff who can mail them directly to interested parents. The weekly guides include a message to parents on topics such as the importance of reading aloud, effective discipline, and using the public library, as well as suggestions for developmentally appropriate activities parents and children can do together.

Parents and schools: From Visitors to Partners (1993). This book, part of the National Education Association's Restructuring Series, draws on the experiences of educators and parents who have developed successful home-school partnerships. It includes a review of research on parent involvement, strategies to initiate and maintain effective two-way communiciation between home and school, in-depth descritptions of exemplary parent involvement programs, a summary of parent involvement practices found in successful school programs, and a list of resources educators and parents can use to plan, implement, and evaluate partnership efforts.

Partnerships: Sharing Responsibility for Children (1993). This issue of Policy Briefs presents the need for schools, families, and communities to work together for children, describes actions schools can take to involve families and communities, and suggests what policy makers can do to promote and support effective partnerships. It concludes with a review of parent involvement activities in Kentucky, Tennessee, Virginia, and West Virginia, and highlights exemplary parent involvement programs in each of the four states.

Southeastern Regional Vision for Education (SERVE)

Roy H. Forbes, Director
Post Office Box 5367
Greensboro, NC 27435
Phone: (910) 334-3211
Toll free: (800) 755-3277
Fax: (910) 334-3268
e-mail: info@SERVE.org
url: http://www.serve.org
States served: AL, FL, GA, MS, NC, SC
Specialty: Early Childhood Education

Relevant publications include:
Supporting Family Involvement in Early Childhood Education: A Guide for Business (1992) is a publication that shows how businesses and other organizations can increase parent and community involvement in young children's education. It describes progressive efforts, such as instituting family leave policies, establishing a family-oriented philosophy, working with teachers and students, and providing other assistance to schools. Many examples of companies with family-friendly policies are featured. This publication is in the process of being revised.

Families and Schools: An Essential Partnership (1996) is intended for pre-K through third grade educators who are interested in developing effective family involvement strategies, programs and partnerships. It addresses the new evolving role of families in young children's education and suggests practices educators might use to build strong family-school partnerships. This document also provides descriptions of exemplary programs, suggestions for implementation, and information regarding contact personnel.

North Central Regional Educational Laboratory (NCREL)

Jeri Nowakowski, Director
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
Phone: (630) 571-4700
Fax: (630) 571-4716
e-mail: info@ncrel.org
url: http://www.ncrel.org
States served: Il, IN, IA, MI, MN, OH, WI
Specialty area: Educational Technology

Relevant publications and activities include: NCREL has prepared a literature synthesis on the School-Family Partnership that cites research done on the importance of parent involvement in increasing student achievement and improving students' attitudes. Topics covered in the synthesis include supporting teacher-parent relationships; roles for parents; at-home activities; how comprehensive parent involvement efforts need to be; parent involvement and grade level; and working with minority families.

NCREL operates "Pathways to School Improvement," an Internet server. Pathways provides information on the latest in education research, synthesized and arranged in varying levels of depth. Information on parent and family involvement is available through Pathways and new materials are added monthly. Pathways can be found at:
http://www.ncrel.org/ncrel/sdrs/pathways.htm

Southwest Educational Development Laboratory (SEDL)

Westley Hoover, Director
211 East Seventh Street
Austin, TX 78701-3281
Phone: (512) 476-6861
Fax: (512) 476-2286
e-mail: jpollard@sedl.org
States served: AR, LA, NM, OK, TX
Specialty: Language and Cultural Diversity

Relevant publications include: *Building Home, School, and Community Partnerships* (1995), a set of three booklets that identify key issues in the development of home, school, and community partnerships and provide lessons learned from five demonstration sites.

Directory of Partnership Programs (1995) is an updated directory for schools, parent organizations and community agencies interested in information about how partnerships can address the needs of young children and youth who are at risk of dropping out of school.

Guides to Partnering and Early Childhood (1995) is a set of six Positive Parent Booklets written with parents in mind. They impart invaluable skills to parents of young children. One booklet, for example, describes how children learn by watching and helping out. Another describes strategies parents can use to help their children learn basic reading skills.

Mid-Continent Regional Educational Laboratory (McREL)
J. Timothy Waters, Director
2550 South Parker Road
Aurora, CO 80014-1678
Phone: (303) 337-0990
Fax: (303) 337-3005
e-mail: info@mcrel.org
Internet: http://www.mcrel.org
States served: CO, KS, MO, NE, ND, WY
Specialty: Curriculum, Learning and Instruction

Relevant publications include: *Increasing Parental Involvement: A Key to Student Achievement*, by Dan Jesse, is a brief how-to document that includes a "Checklist for improving Parental Involvement" for schools to use. The text is available on line at:
http://www.mcrel.org/products/noteworthy/danj.html

WestEd
Edward Meyers, Acting Director
730 Harrison Street
San Francisco, CA 94107
Phone: (415) 565-3000
Fax: (415) 565-3012
e-mail: tross@WestEd.org
url: http://www.WestEd.org
States served: AZ, CA, NV, UT
Specialty: Assessment and Accountability

Northwest Regional Educational Laboratory (NWREL)
Ethel Simon-McWilliams, Director
101 SW Main Street, Suite 500
Portland, OR 97204-3212
Phone: (503) 275-9500
Toll-free: (800) 547-6339
Fax: (503) 275-9489
e-mail: info@nwrel.org
States served: AK, ID, MT, OR, WA
Specialty Area: School Change Processes

Relevant publications and services include:
NWREL's Child and Family Program staff provides training on four comprehensive integrated services modules in *Working Respectfully with Parents: A Practical Guide for Educators and Human Service Workers*. Module topics include: The child, the family, and the community: Developing partnerships with families; Creating family-friendly schools; and Home, school, and community partnerships.

The NWREL's website has a forum specifically for parents. "Parents, let's talk," identifies resources and helpful hints for parents who want to be involved in their children's education. The text can be reviewed on line at:
http://www.nwrel.org/comm/monthly/together.html

School and Community: Towards a Guide to Parent Involvement is a guide produced in 1990 that offers an array of tips and strategies for breaking down school/parent barriers and bringing parents into their children's educational lives. The guide identifies steps to design and implement effective parent involvement efforts, clearly outlining roles and responsibilities for each key player.

Pacific Region Educational Laboratory (PREL)
John W. Kofel, Director
828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
Phone: (808) 533-6000
Fax: (808) 533-7599
e-mail: askprel@prel.hawaii.edu
url: http://prel.hawaii.edu
Region served: HI, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau
Specialty: Language and cultural diversity

Relevant materials include:
PREL recently produced an audiotape series entitled "Reading Aloud to Children." This series, which was recorded in Hawaiian/English, Marshallese/English, Pohnpeian/English, and Samoan/English, targets parents and families. Each tape includes a rationale on the importance of reading aloud to children and a demonstration of a read-aloud session with local stories.

Pacific Center staff are facilitating the networking process of all programs within the Hawaii Department of Education that contain family and parent support components. A curriculum framework for adult literacy is being developed with the Waipahu Ohanu Center.

Appendix V

Eisenhower Regional Mathematics and Science Education Consortia

The Office of Educational Research and Improvement fund the Eisenhower Regional Mathematics and Science Education Consortia, which assist educators and policy makers in the improvement of mathematics and science education. Each regional component of the consortia works in conjunction with the Eisenhower National Clearinghouse to provide technical assistance and dissemination of information to aid individual teachers and states in implementing mathematics and science programs in accordance with state standards.

Eisenhower Regional Consortium for Mathematics and Science Education at AEL
Pam Buckley, Director
P.O. Box 1348
Charleston, WV 25325-1348
PHONE: (304) 347-0400
FAX: (304) 347-0487
E-MAIL: buckleyp@ael.org
OR: hambricka@ael.org
URL: http://www.ael.org/_ermsc.htm

WestEd Eisenhower Regional Consortium for Science and Mathematics
Art Sussman and Steve Schneider, Codirectors
730 Harrison Street
San Francisco, CA 94107-1242
PHONE: (415) 241-2730
FAX: (415) 241-2746
E-MAIL: assusma@wested.org
OR: sschnei@wested.org
URL: http://www.fwl.org/fwerc/welcome.html

High Plains Consortium for Mathematics and Science
John Sutton, Director
Mid-Continent Regional Educational Laboratory
2550 South Parker Road, Suite 500
Aurora, CO 80014
FAX: (303) 337-3005
TOLL-FREE: (800) 949-6387
E-MAIL: jsutton@mcrel.org
URL: http://www.mcrel.org/hpc

Eisenhower Regional Alliance for Mathematics and Science Education Reform
TERC
Mark Kaufman and Robert McLaughlin, Codirectors
2067 Massachusetts Avenue
Cambridge, MA 02140
PHONE: (617) 547-0430
FAX: (617) 349-3535
E-MAIL: mark_kaufman@terc.edu
OR: bob_mclaughlin@terc.edu
URL: http://ra.terc.edu/HubHome.html

Science and Mathematics Consortium for North West Schools
Ralph Nelsen, Director
Columbia Education Center
11325 Southeast Lexington
Portland, OR 97266-5927
PHONE: (503) 760-2346
FAX: (503) 760-5592
E-MAIL: ralph@col-ed.org
URL: http://www.col-ed.org/smcnwshp.html

Mid-Atlantic Regional Consortium for Mathematics & Science Education
Keith Kershner, Director
Research for Better Schools
444 North Third Street
Philadelphia, PA 19123-4107
PHONE: (215) 574-9300
FAX: (215) 574-0133
E-MAIL: kershner@rbs.org
URL: http://www.rbs.org/eisenhower/index.html

Eisenhower Consortium for Mathematics and
Science Education at SERVE
Francena Cummings, Director
Southeastern Regional Vision for Education
Suite E-22
345 South Magnolia Drive
Tallahassee, FL 32301
PHONE: (904) 671-6033
FAX: (904) 671-6010
E-MAIL: fcumming@serve.org
URL: http://www.serve.org/m&smnu.html

Eisenhower Southwest Consortium for the
Improvement of Mathematics and
Science Teaching
Wes Hoover, Director
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701
PHONE: (512) 476-6861
FAX: (512) 476-2286
E-MAIL: whoover@sedl.org
URL: http://www.sedl.org/sedl/scimast.html

BEST COPY AVAILABLE

Appendix VI

Research and Development Centers

Many studies on family involvement in education have been sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, especially through the OERI Research and Development Centers. These centers conduct five-year programs of studies on various important topics in education. Some centers have focused on studies of family involvement and related issues. The most recent include:

Center on Families, Communities, Schools, and Children's Learning

Headquartered at Boston University (BU) between 1990 and 1995, this center was co-directed by Don Davies at BU and Joyce Epstein at Johns Hopkins University. Its mission focused on producing new and useful knowledge about how families, schools, and communities influence student motivation, learning, and development. More than 50 reports, guidebooks, classroom materials, videos, surveys, and other products by center researchers are now available to assist researchers, educators, families, and others.

Contact: Diane Diggs, Publications Department
Center on School, Family, and Community Partnerships
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
Phone: (410) 516-8808
Fax: (410) 516-8890

Center on School, Family, and Community Partnerships

This center at Johns Hopkins University, directed by Joyce Epstein, is a successor to the above center at Boston University. Its mission is to increase understanding of partnership practices that help children succeed at all grade levels and in all types of settings. This center is funded in part through the current OERI-funded Center for Research on the Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. Projects of CRESPAR and the center include the development of research on the National Network of Partnership-2000 Schools. The Network guides school, district, and state leaders and teams of educators, parents, and others to improve school, family, annd community partnerships. Other studies focus on the effects of partnerships on students, families, and schools, and the development of preservice, in-service, and advanced courses in partnerships for teachers and administrators.

Contact: Karen Clark Salinas, Communications Director
Center on School, Family, and Community Partnerships
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
Phone: (410) 516-8808
Fax: (410) 516-8890

Center for Research on Education, Diversity, and Excellence

This center at the University of California, Santa Cruz, opened in 1996 and has a program of studies on family, peers, and community. The studies include those with a focus on: (1) coordinating family, peers, school, and community during early adolescence, and (2) immigrant parents' computer literacy, as it relates to student learning.

Contact: Center for Research on Education, Diversity, and Excellence
1156 High Street
Santa Cruz, CA 95064
Phone: (408) 459-3500
Fax: (408) 459-3502

Appendix VII

Regional Commissioners for Rehabilitative Services

Region I
John J. Szufnarowski
McCormack P.O. and Courthouse
Room 232
Boston, MA 02109
(617) 223-4085

Region II
Gennaro Iodice
26 Federal Plaza
Room 1239
New York, NY 10278-
(212) 264-4016

Region III
Ralph Pacinelli
3535 Market Street
Room 16120
Philadelphia, PA 19104
(215) 596-0317

Region IV
(Vacant)
Suite 2210
101 Marietta Street, NW, Room 2210
Atlanta, GA 30323
(404) 331-2352

Region V
Terry Conour
401 South State Street
Chicago, IL 60605
(312) 886-5372

Region VI
Loerance Deaver
1200 Main Tower Building
Room 2140
Dallas, TX 75202
(214) 767-2961

Region VII
Douglas Burleigh
10220 North Executive Hills Blvd.
8th Floor
Kansas City, MO 64153
(816) 891-8015

Region VIII
(Vacant)
1244 Speer Blvd.
Room 202
Denver, CO 80294
(303) 844-2135

Region IX
Gilbert (Doc) Williams
Federal Office Building
50 United Nations Plaza, Room 215
San Francisco, CA 94102
(415) 556-7333

Region X
Richard Corbridge
915 Second Avenue, Room 3390
Seattle, WA 98121
(206) 220-7840

Appendix VIII

U.S. Department of Health and Human Services Regional Offices

Region I
(CT, ME, MA, NH, RI, VT)
Maureen Osolnik
Room 2100
John F. Kennedy Federal Building
Boston, MA 02203
(617) 565-1500

Region II
(NY, NJ, PR, VI)
Anthony Marra
26 Federal Plaza, Room 3835
New York, NY 10278
(212) 264-4600

Region III
(DE, DC, MD, PA, VA, WV)
James Mengel
3535 Market Street, Room 11480
Philadelphia, PA 19104
(215) 596-6492
Mail Address: (P.O. Box 13716, Mail Stop No. 1,
Philadelphia, PA 19101)

Region IV
(AL, FL, GA, KY, MS, NC, SC, TN)
Jim Brannon
101 Marietta Tower, Suite 1515
Atlanta, GA 30323
(404) 331-2442

Region V
(IL, IN, MI, MN, OH, WI)
Hiroshi Kanno
105 West Adams, 23rd Floor
Chicago, IL 60603
(312) 353-5132

Region VI
(AR, LA, NM, OK, TX)
Don Perkins
1200 Main Tower Building, Room 1100
Dallas, TX 75202
(214) 767-3301

Region VII
(IA, KS, MO, NE)
Mary Melton
601 East 12th Street, Room 210
Kansas City, MO 64106
(816) 426-2829

Region VIII
(CO, MT, ND, SD, UT, WY)
Paul Denham
Room 325, Federal Building
1961 Stout Street
Denver, CO 80294-3538
(303) 844-3372

Region IX
(American Samoa, AZ, CA, Guam, HI, NV, Northern Marianas Islands, Trust Territories of the Pacific Islands)
Emory Lee
Federal Office Building
50 United Nations Plaza, Room 431
San Francisco, CA 94102
(415) 556-1961

Region X
(AK, ID, OR, WA)
Elizabeth Healy
2201 Sixth Avenue, Room 911
Seattle, WA 98121
(206) 615-2010

Appendix IX

Department of Housing and Urban Development

NEW ENGLAND FIELD OFFICES
(CT, ME, MA, NH, RI, VT)

CONNECTICUT STATE OFFICE
Robert S. Donovan, Acting
State Coordinator
330 Main Street, First Floor
Hartford, CT 06106-1860
(203) 240-4522
FAX (203) 240-4674

MAINE STATE OFFICE
Richard E. Young, Acting
State Coordinator
First Floor
99 Franklin Street
Bangor, ME 04401-4925
(207) 945-0467
FAX (207) 945-0533

MASSACHUSETTS STATE OFFICE
Mary Lou K. Crane
Secretary's Representative
Thomas P. O'Neill, Jr. Federal Building
10 Causeway Street, Room 375
Boston, MA 02222-1092
(617) 565-5234
FAX (617) 565-5168

NEW HAMPSHIRE STATE OFFICE
David B. Harrity
State Coordinator
Norris Cotton Federal Building
275 Chestnut Street
Manchester, NH 03101-2487
(603) 666-7681
FAX (603) 666-7736

RHODE ISLAND STATE OFFICE
Michael J. Dziok, Acting
State Coordinator
Sixth Floor
10 Waybosset Street
Providence, RI 02903-3234
(401) 528-5351
FAX (401) 528-5312

VERMONT STATE OFFICE
William Peters, Acting
State Coordinator
U.S. Federal Building, Room 244
11 Elmwood Avenue
P.O. Box 879
Burlington, VT 05402-0879
(802) 951-6290
FAX (802) 951-6298

NEW YORK/NEW JERSEY FIELD OFFICES
(NY, NJ)
NEW YORK STATE OFFICE
Secretary's Representative, Jose Cintron
26 Federal Plaza
New York, NY 10278-0068
(212) 264-6500
FAX (212) 264-0246

ALBANY AREA OFFICE
John Petricco
Albany Area Coordinator
52 Corporate Circle
Albany, NY 12203-5121
(518) 464-4200
FAX (518) 464-4300

BUFFALO AREA OFFICE
Joseph B. Lynch, Acting
Buffalo Area Coordinator
Lafayette Court
465 Main Street, Fifth Floor
Buffalo, NY 14203-1780
(716) 846-5755
FAX (716) 846-5752

NEW JERSEY STATE OFFICE
Diane Johnson
New Jersey State Coordinator
One Newark Center, 13th Floor
Newark, NJ 07102-5260
(201) 622-7900
FAX (201) 645-6239

CAMDEN AREA OFFICE
Elmer Roy
Camden Area Coordinator
Hudson Building
800 Hudson Square, Second Floor
Camden, NJ 08102-1156
(609) 757-5081
FAX (609) 757-5373

MID ATLANTIC FIELD OFFICES
(DE, DC, MD, PA, VA, WV)

DELAWARE STATE OFFICE
David Sharbaugh, Acting
Delaware State Coordinator
824 Market Street, Suite 850
Wilmington, DE 19801-3016
(302) 573-6300
FAX (302) 573-6259

DISTRICT OF COLUMBIA OFFICE
Jessica Franklin
District of Columbia Coordinator
820 First Street, N.E.
Washington, DC 20002-4205
(202) 275-9200
FAX (202) 275-0779

MARYLAND STATE OFFICE
Maxine Saunders, Acting
Maryland State Coordinator,
City Crescent Building
10 South Howard Street, Fifth Floor
Baltimore, MD 21201-2505
(410) 962-2520
FAX (410) 962-4947

PENNSYLVANIA STATE OFFICE
Karen A. Miller,
Secretary's Representative
The Wanamaker Building
100 Penn Square East
Philadelphia, PA 19107-3380
(215) 656-0500
FAX (215) 656-3433

PITTSBURGH AREA OFFICE
Choice Edwards, Acting
Pittsburgh Area Coordinator
412 Old Post Office Courthouse Building
7th and Grant Street
Pittsburgh, PA 15219-1906
(412) 644-6428
FAX (412) 644-6499

VIRGINIA STATE OFFICE
Mary Ann E.G. Wilson
Virginia State Coordinator
The 3600 Centre
3600 West Broad Street
P.O. Box 90331
Richmond, VA 23230-0331
(804) 278-4507
FAX (804) 278-4516

WEST VIRGINIA STATE OFFICE
Frederick S. Roncaglione, Acting
West Virginia State Coordinator
Kanawha Valley Building
405 Capitol Street, Suite 708
Charleston, WV 25301-1795
(304) 347-7000
FAX (304) 347-7050

SOUTHEAST/CARIBBEAN FIELD OFFICES

(AL, FL, GA, KY, MS, NC, SC, TN, Caribbean, Panama Canal Zone, Puerto Rico, Virgin Islands)

ALABAMA STATE OFFICE

Alabama State Coordinator, Heager L. Hill, Acting
Beacon Ridge Tower
600 Beacon Parkway West, Suite 300
Birmingham, AL 35209-3144
(205) 290-7617
FAX (205) 290-7593

FLORIDA STATE OFFICE

Otis Pitts
Florida State Coordinator
8600 Northwest 36th Street, Suite 3100
P.O. Box 4022
Miami, FL 33166-4022
(305) 717-2500
FAX (305) 717-2515

CORAL GABLES AREA OFFICE

Orlando L. Lorie, Acting
Coral Gables Area Coordinator
Gables 1 Tower
1320 South Dixie Highway
Coral Gables, FL 33146-2911
(305) 662-4500
FAX (305) 662-4519

JACKSONVILLE AREA OFFICE

James T. Chaplin, Acting
Jacksonville Area Coordinator
Southern Bell Tower
301 West Bay Street, Suite 2200
Jacksonville, FL 32202-5121
(904) 232-2626
FAX (904) 232-3759

ORLANDO AREA OFFICE

M. Jeanette Porter, Acting
Orlando Area Coordinator
Langley Building
3751 Maguire Boulevard, Suite 270
Orlando, FL 32803-3032
(407) 648-6441
FAX (407) 648-6310

TAMPA AREA OFFICE

George A. Milburn, Jr.
Tampa Area Coordinator
Timberlake Federal Building Annex
501 East Polk Street, Suite 700
Tampa, FL 33602-3945
(813) 228-2501
FAX (813) 228-2431

GEORGIA STATE OFFICE

Davey L. Gibson
Secretary's Representative
Richard B. Russell Federal Building
75 Spring Street, S.W.
Atlanta, GA 30303-3388
(404) 331-5136
FAX (404) 331-0845

KENTUCKY STATE OFFICE

Verna V. Ness, Acting
State Coordinator
601 West Broadway
Post Office Box 1044
Louisville, KY 40201-1044
(502) 582-5251
FAX (502) 582-6074

MISSISSIPPI STATE OFFICE

Sandra S. Freeman, Acting
State Coordinator
Doctor A. H. McCoy Federal Building
100 West Capitol Street, Room 910
Jackson, MS 39269-1016
(601) 965-5308
FAX (601) 965-4773

NORTH CAROLINA STATE OFFICE
Larry J. Parker, Acting
State Coordinator
Koger Building
2306 West Meadowview Road
Greensboro, NC 27407-3707
(910) 547-4000
FAX (910) 547-4015

SOUTH CAROLINA STATE OFFICE
Ted B. Freeman, Acting
State Coordinator
Strom Thurmond Federal Building
1835 Assembly Street
Columbia, SC 29201-2480
(803) 765-5592
FAX (803) 765-5515

TENNESSEE STATE OFFICE
John H. Fisher, Acting
State Coordinator
251 Cumberland Bend Drive, Suite 200
Nashville, TN 37228-1803
(615) 736-5213
FAX (615) 736-2018

KNOXVILLE AREA OFFICE
Mark J. Brezina, Acting
Knoxville Area Coordinator
John J. Duncan Federal Building
710 Locust Street, Third Floor
Knoxville, TN 37902-2526
(615) 545-4384
FAX (615) 545-4569

MEMPHIS AREA OFFICE
Robert D. Atkins, Acting
Memphis Area Coordinator
One Memphis Place
200 Jefferson Avenue, Suite 1200
Memphis, TN 38103-2335
(901) 544-3367
FAX (901) 544-3697

CARIBBEAN OFFICE
Rosa C. Villalonga, Acting
Caribbean Coordinator
New San Juan Office Building
159 Carlos E. Chardon Avenue
San Juan, PR 00918- 1804
(809) 766-6121
FAX (809) 766-5995

MIDWEST FIELD OFFICES
(IL, IN, MI, MN, OH, WI)

ILLINOIS STATE OFFICE
Edwin Eisendrath
Secretary's Representative
Ralph H. Metcalfe Federal Building
77 West Jackson Boulevard
Chicago, IL 60604-3507
(312) 353-5680
FAX (312) 353-0121

SPRINGFIELD AREA OFFICE
(Vacant)
Springfield Area Coordinator
509 West Capitol Street, Suite 206
Springfield, IL 62704-1906
(217) 492-4085
FAX (217) 492-4971

INDIANA STATE OFFICE
J. Nicholas Shelley
State Coordinator
151 North Delaware Street
Indianapolis, IN 46204-2526
(317) 226-6303
FAX (317) 226-6317

MICHIGAN STATE OFFICE
Harry I. Sharrott, Acting
State Coordinator
Patrick V. McNamara Federal Building
477 Michigan Avenue
Detroit, MI 48226-2592
(313) 226-7900
FAX (313) 226-4394

FLINT AREA OFFICE
Gary T. Le Vine
Flint Area Coordinator
The Federal Building
605 North Saginaw, Suite 200
Flint, MI 48502-2043
(810) 766-5108
FAX (810) 766-5122

GRAND RAPIDS AREA OFFICE
(Vacant)
Grand Rapids Area Coordinator
2922 Fuller Avenue, N.E.
Grand Rapids, MI 49505-3499
(616) 456-2100
FAX (616) 456-2191

MINNESOTA STATE OFFICE
Thomas Feeney, Acting
Minnesota State Coordinator
220 Second Street, South
Minneapolis, MN 55401-2195
(612) 370-3000
FAX (612) 370-3220

OHIO STATE OFFICE
Robert W. Dolin, Acting
State Coordinator
200 North High Street
Columbus, OH 43215-2499
(614) 469-5737
FAX (614) 469-2432

CINCINNATI AREA OFFICE
William J. Harris
Cincinnati Area Coordinator
525 Vine Street
Cincinnati, OH 45202-3188
(513) 684-2884
FAX (513) 684-6224

CLEVELAND AREA OFFICE
Cleveland Area Coordinator, (Vacant)
Renaissance Building
1350 Euclid Avenue, Suite 500
Cleveland, OH 44115-1815
(216) 522-4065
FAX (216) 522-2975

WISCONSIN STATE OFFICE
Delbert F. Reynolds
Wisconsin State Coordinator
Henry S. Reuss Federal Plaza
310 West Wisconsin Avenue, Suite 1380
Milwaukee, WI 53203-2289
(414) 297-3214
FAX (414) 297-3947

SOUTHWEST FIELD OFFICES
(AR, LA, NM, OK, TX)

ARKANSAS STATE OFFICE
George H. Rodriguez
State Coordinator
TCBY Tower
425 West Capitol Avenue, Suite 900
Little Rock, AR 72201-3488
(501) 324-5931
FAX (501) 324-5900

LOUISIANA STATE OFFICE
State Coordinator, (Vacant)
Fisk Federal Building
1661 Canal Street, Suite 3100
New Orleans, LA 70112-2887
(504) 589-7200
FAX (504) 589-2917

SHREVEPORT AREA OFFICE
Bobbie G. Whitaker, Acting
Shreveport Area Coordinator
401 Edwards Street, Suite 1510
Shreveport, LA 71101-3107
(318) 676-3385
FAX (318) 676-3407

NEW MEXICO STATE OFFICE
Michael R. Griego, Acting
State Coordinator
625 Truman Street, N.E.
Albuquerque, NM 87110-6443
(505) 262-6463
FAX (505) 262-6604

OKLAHOMA STATE OFFICE
Edwin I. Gardner, Acting
State Coordinator
Alfred P. Murrah Federal Building
200 N.W. 5th Street
Oklahoma City, OK 73102-3202
(405) 231-4891
FAX (405) 231-4648

TEXAS STATE OFFICE
Stephen R. Weatherford
Secretary's Representative
1600 Throckmorton
Post Office Box 2905
Fort Worth, TX 76113-2905
(817) 885-5401
FAX (817) 885-5629

DALLAS AREA OFFICE
C. Donald Babers
Dallas Area Coordinator
525 Griffin Street, Room 860
Dallas, TX 75202-5007
(214) 767-8359
FAX (214) 767-8973

HOUSTON AREA OFFICE
George Rodriguez
Houston Area Coordinator
Norfolk Tower
2211 Norfolk, Suite 200
Houston, TX 77098-4096
(713) 834-3274
FAX (713) 834-3319

LUBBOCK AREA OFFICE
Lubbock Area Coordinator, (Vacant)
George H. Mahon Federal Building
1205 Texas Avenue
Lubbock, TX 79401-4093
(806) 743-7265
FAX (806) 743-7275

SAN ANTONIO AREA OFFICE
A. Cynthia Leon
San Antonio Area Coordinator
Washington Square
800 Dolorosa Street
San Antonio, TX 78207-4563
(210) 229-6800
FAX (210) 229-6804

TULSA AREA OFFICE
James S. Colgan
Tulsa Area Coordinator
50 East 15th Street
Tulsa, OK 74119-4030
(918) 581-7434
FAX (918) 581 -7440

GREAT PLAINS FIELD OFFICES
(IA, KS, MO, NE)

IOWA STATE OFFICE
William H. McNarney
State Coordinator
Federal Building
210 Walnut Street, Room 239
Des Moines, IA 50309-2155
(515) 284-4512
FAX (515) 284-4743

KANSAS/MISSOURI STATE OFFICE
Joseph J. O'Hern
Secretary's Representative
Gateway Tower II
400 State Avenue
Kansas City, KS 66101-2406
(913) 551-5462
FAX (913) 551-5416

BEST COPY AVAILABLE

SAINT LOUIS AREA OFFICE
Kenneth G. Lange
St. Louis Area Coordinator
Robert A. Young Federal Building
1222 Spruce Street, Third Floor
Saint Louis, MO 63103-2836
(314) 539-6583
FAX (314) 539-6575

NEBRASKA STATE OFFICE
Roger M. Massey
State Coordinator
Executive Tower Centre
10909 Mill Valley Road
Omaha, NE 68154-3955
(402) 492-3100
FAX (402) 492-3150

ROCKY MOUNTAINS FIELD OFFICES
(CO, MT, ND, SD, UT, WY)

COLORADO STATE OFFICE
Anthony J. Hernandez
Secretary's Representative
First Interstate Tower North
633 17th Street
Denver, CO 80202-3607
(303) 672-5440
FAX (303) 672-5061

MONTANA STATE OFFICE
Richard Brinck
State Coordinator
Federal Office Building
301 South Park, Room 340
Drawer 10095
Helena, MT 59626-0095
(406) 449-5205
FAX (406) 449-5207

NORTH DAKOTA STATE OFFICE
Keith Elliott, Acting
State Coordinator
Federal Building
653 2nd Avenue, Room 366
Fargo, ND 58108-2483
(701) 239-5136
FAX (701) 783-5249

SOUTH DAKOTA STATE OFFICE
Jean Wehrkamp, Acting
State Coordinator
2400 West 49th Street, Suite 1-201
Sioux Falls, SD 57105-6558
(605) 330-4223
FAX (605) 330-4465

UTAH STATE OFFICE
Richard P. Bell, Acting
State Coordinator,
257 Tower Building
257 East 200 South, Suite 550
Salt Lake City, UT 84111-2048
(801) 524-5241
FAX (801) 588-6701

WYOMING STATE OFFICE
William Garrett, Acting
State Coordinator
Federal Office Building
100 East B Street, Room 4229
Post Office Box 120
Casper, WY 82602-1918
(307) 261-5252
FAX (307) 261-5251

PACIFIC/HAWAII FIELD OFFICES
(AZ, CA, NV, HI)

ARIZONA STATE OFFICE
Dwight A. Peterson, Acting
State Coordinator
Two Arizona Center
400 North 5th Street, Suite 1600
Phoenix, AZ 85004-2361
(602) 379-4434
FAX (602) 379-3985

TUCSON AREA OFFICE
Sharon K. Atwell, Acting
Tucson Area Coordinator
Security Pacific Bank Plaza
33 North Stone Avenue, Suite 700
Tucson, AZ 85701-1467
(602) 670-6237
FAX (602) 670-6207

CALIFORNIA STATE OFFICE
Art Agnos
Secretary's Representative
Phillip Burton Federal Building
450 Golden Gate Avenue
Post Office Box 36003
San Francisco, CA 94102-3448
(415) 556-4752
FAX (415) 556-4176

FRESNO AREA OFFICE
Willie M. Haskins, Acting
Fresno Area Coordinator
1630 East Shaw Avenue, Suite 138
Fresno, CA 93710-8193
(209) 487-5033
FAX (209) 487-5344

LOS ANGELES AREA OFFICE
Charles Ming, Acting
Los Angeles Area Coordinator
1615 West Olympic Boulevard
Los Angeles, California 90015-3801
(213) 251-7122
FAX (213) 251-7096

SACRAMENTO AREA OFFICE
Paul A. Pradia, Acting
Sacramento Area Coordinator
777 - 12th Street, Suite 200
Sacramento, CA 95814-1997
(916) 498-5220
FAX (916) 498-5262

SAN DIEGO AREA OFFICE
Charles J. Wilson, Acting
San Diego Area Coordinator
Mission City Corporate Center
2365 Northside Drive, Suite 300
San Diego, CA 92108-2712
(619) 557-5310
FAX (619) 557-6296

SANTA ANA AREA OFFICE
Samuel Sandoval
Santa Ana Area Coordinator
3 Hutton Centre Drive, Suite 500
Santa Ana, CA 92707-5764
(714) 957-3741
FAX (714) 957-1902

NEVADA STATE OFFICE
Benjamin F. Davis, Jr., Acting
State Coordinator
1500 East Tropicana Avenue; Suite 205
Las Vegas, NV 89119-6516
(702) 388-6500
FAX (702) 388-6736

RENO AREA OFFICE
Andrew D. Whitten Jr, Acting
Reno Area Coordinator
1575 Delucchi Lane, Suite 114
Reno, NV 89502-6581
(702) 784-5356
FAX (702) 784-5066

HAWAII STATE OFFICE
Gordan Y. Furutani
State Coordinator
Seven Waterfront Plaza
500 Ala Moana Boulevard, Suite 500
Honolulu, HI 96813-4918
(808) 522-8175
PAX (808) 522-8194

NORTHWEST/ALASKA FIELD OFFICES
(ID, OR, WA, AK)

IDAHO STATE OFFICE
Gary L. Gillespie, Acting
State Coordinator
Plaza IV
800 Park Boulevard, Suite 220
Boise, ID 83712-7743
(208) 334-1990
FAX (208) 334-9648

OREGON STATE OFFICE
Mark E. Pavolka, Acting
State Coordinator
520 Southwest Sixth Avenue
Portland, OR 97204-1596
(503) 326-2561
FAX (503) 326-3097

WASHINGTON STATE OFFICE
Robert Santos
Secretary's Representative
Seattle Federal Office Building
909 1st Avenue, Suite 200
Seattle, WA 98104-1000
(206) 220-5101
FAX (206) 220-5133

SPOKANE AREA OFFICE
Robert Seamons, Acting
Spokane Area Coordinator
Farm Credit Bank Building
Eighth Floor East
West 601 First Avenue
Spokane, WA 99204-0317
(509) 353-2510
FAX (509) 353-2513

ALASKA STATE OFFICE
Arlene L. Patton
State Coordinator
University Plaza Building
949 East 36th Avenue, Suite 401
Anchorage, AK 99508-4399
(907) 271-4170
FAX (907) 271-3667

Appendix X

HUD Office of Native American Field Offices

Jerry Leslie, Administrator
Office of Northwest
Native America Programs
Seattle Federal Office Building
First Avenue, Suite 200
Seattle, WA 98104-1000
(206) 220-5234
FAX: (206) 220-5270
(Serves: ID, OR, WA)

Raphael Mecham, Administrator
Office of Southwest Native American Programs
4400 N. Fifth Street, Suite 1650
Phoenix, AZ 85004-2361
(602) 379-4156
FAX: (602) 379-3101
(Serves: AZ, CA, NV, NM)

Vernon Haragara, Administrator
Office of Northern Plains Native American Programs
First Interstate Tower North
633 17th Street
Denver, CO 80202-3607
(303) 672-5465
FAX: (303) 672-5003
(Serves: CO, MT, NE, ND, SD, UT, WY)

Mr. James Cook, Administrator
Office of Southern Plains Native American Programs
Murrah Federal Building
4200 N.W. 5th Street
Oklahoma City, OK 73102-3202
(405) 231-4101
FAX: (405) 231-4648
(Serves: AR, KS, LA, MO, OK, TX)

Administrator (vacant)
Office of Eastern/Woodlands Native American Programs
477 W. Jacson Blvd, 24th Floor
Chicago, IL 60604-3507
(312) 886-4532
FAX: (312) 886-4060
(Serves: All states east of the Mississippi River and Iowa)

Martin Knight, Administrator
Office of Alaska Native American Programs
4949 E. 36th Avenue, Suite 401
Anchorage, AK 99508-4399
(907) 271-4633
FAX: (907) 271-3667
(Serves: AK)

Appendix XI

National Park Service
National Headquarters and Area Offices

National Headquarters
National Park Service
Denis Galvin, Associate Director
Professional Services
P.O.Box 37127
Washington, DC 20013-7127
(202) 208-3264

Area Offices
Northeast Field Area
Michael Gordon, Group Manager
Resource Stewardship and for Partnership
National Park Service
U.S. Custom House
200 Chesnut Street, 3rd Floor
Philadelphia, PA 19106
(215) 597-9195

Midwest Field Area
Alan M. Hutchins
Planning and Resource Preservation
National Park Service
1709 Jackson Street
Omaha, NE 68102
(402) 221-3082

National Capital Field Area
National Park Service
Maryanne Murillo, Chief
Programming, Budget and Finance Division
1100 Ohio Drive, SW
Washington, DC 20242
(202) 619-7160

Intermountain Field Area
National Park Service
Michael D. Snyder, Superintendent
Rocky Mountain System Support Office
12795 West Alameda Parkway
P.O. Box 25287
Denver, CO 80225-0287
(303) 969-2800

Southeast Field Area
Robert M.Baker, Field Director
National Park Service
75 Spring Street, SW
Atlanta, GA 30303
(404) 331-5185

Pacific West Field Area
National Park Service
Bruce Kilgore, Assistant Field Director
Stewardship/Partnership
600 Harrison Street, Suite 600
San Francisco, CA 94107-1372
(415) 744-3966

Alaska Field Area
National Park Service
Robert D. Barbee, Field Director
2525 Gambell Street
Anchorage, AK 99503-2892
(907) 257-2690

Appendix XII

Department of the Interior
Bureau of Indian Affairs

Area Offices

Alaska
Juneau Area Office
P.O. Box 25520
Juneau, AK 99802-5520
(907) 586-7177

Arizona
Phoenix Area Office
1 North First Street
Phoenix, AZ 85001
(602) 379-6600

Navajo Area Office
P.O. Box #1060
Gallup, NM 87305
(505) 863-8314

California
(See also Arizona (Phoenix)
Sacramento Area Office
Federal Office Building
2800 Cottage Way, Room W-2550
Sacramento, CA 95825-1846
(916) 978-4691

Colorado
(See New Mexico)

District of Columbia
Eastern Area Office
3701 North Fairfax Drive
Suite 260-Mailroom
Arlington, VA 22203
(703) 235-3006

Deputy Commissioner of Indian Affairs
1849 C Street, NW
Washington, DC 20240
(202) 208-5116

Florida
(See District of Columbia, Eastern Area Office)

Idaho
(see Arizona (Phoenix), and Oregon)

Iowa
(see Minnesota)

Kansas
(See Oklahoma (Anadarko)

Louisiana
(See District of Columbia, Eastern Area Office)

Michigan
(See Minnesota)

Minnesota
Minneapolis Area Office
331 South 2nd Avenue
Minneapolis, MN 55401-2241
(612) 373-1000

Mississippi
(See District of Columbia. Eastern Area Office)

Montana
Billings Area Office
316 North 26th Street
Billings, MT 59101-1397
(406) 657-6315

Nebraska
(See South Dakota)

Nevada
(See Arizona (Phoenix)

New Mexico
(See also Arizona (Navajo)
Albuquerque Area Office
615 1st Street
P.O. Box 26567
Albuquerque, NM 87125-6567
(505) 766-3754

New York
(See District of Columbia, Eastern Area Office)

North Dakota
(See South Dakota)

Oklahoma
Anadarko Area Office
P.O. Box 368
Anadarko, OK 73005-0368
(405) 247-6673

Muskokee Area Office
Federal Building, U.S. Courthouse
101 North 5th Street
Muskogee, OK 74401-4898
(918) 687-2296

Oregon
(See also Arizona (Phoenix)
Portland Area Office
911 N.E. 11th Avenue
Portland, OR 97232-4169
(503) 231-6702

South Dakota
Aberdeen Area Office
Federal Building
115 4th Avenue, SE
Aberdeen, SD 57401-4382
(605) 226-7343

Utah
(See Arizona (Navajo and Phoenix), and Oregon)

Wisconsin
(See Minnesota)

Wyoming
(See Montana)

Appendix XIII

Department of Justice
Drug Enforcement Administration

Atlanta Field Division
75 Spring Street, SW, Room 740
Atlanta, GA 30303

Boston Field Division
50 Staniford Street, Suite 200
Boston, MA 02114

Chicago Field Division
230 South Dearborn Street
500 Dirksen Federal Building
Chicago, IL 60604

Dallas Field Division
1880 Regal Row
Dallas, TX 75235

Denver Field Office
115 Inverness Drive East
Englewood, CO 80112-5012

Detroit Field Office
231 West Lafayette, 357 Federal Building
Detroit, MI 48226

DEA/EPIC
SSG Sims Street, Federal Building 11339
Biggs Army Air Field, Fort Bliss
El Paso, TX 79908-8098

Houston Field Division
333 West Loop North, Suite 300
Houston, TX 77024-7707

Los Angeles Field Division
Edward Royal Federal Building
255 East Temple Street, 20th Floor
Los Angeles, CA 90012

Miami Field Division
8400 N.W. 53rd Street
Miami, FL 33166

Newark Field Division
970 Broad Street, Suite 806
Newark, NJ 07102

New Orleans Field Division
3838 North Causeway Boulevard
Suite 1800
Three Lakeway Center
Metairie, LA 70002

New York Field Division
99 10th Avenue
New York, NY 10011

Philadelphia Field Division
600 Arch Street, Room 10224
Philadelphia, PA 19106

Phoenix Field Division
3010 North 2nd Street, Suite 301
Phoenix, AZ 85012

San Diego Field Division
402 West 35th Street
National City, CA 91950

San Francisco Field Division
450 Golden Gate Avenue, Room 12215
San Francisco, CA 92050

Seattle Field Division
220 West Mercer Street, Suite 300
Seattle, WA 98119

St. Louis Field Division
7911 Forsythe Boulevard, Suite 500
St. Louis, MO 63105

Washington, DC Field Division
400 6th Street, S.W. Room 2558
Washington, DC 20024

Office of Training
Drug Enforcement Administration
FBI Academy, Building #5, Room 103
Quantico, VA 22135

The Partnership for Family Involvement in Education

"Better Education is Everybody's Business."
U.S. Secretary of Education Richard W. Riley

What is the Partnership's mission?

- To increase opportunities for families to be more involved in their children's learning at school and at home;
- To use family-school-community partnerships to strengthen schools and improve student achievement.

What are activities that the Partnership supports? Partnership members support activities in their own local community focused on bringing the public back into the schools and get involved in several nationwide activities:.

☆ **READ*WRITE*NOW!**, an intensive summer component to the **America Reads Challenge**, to encourage children's reading and writing with a reading partner 30 minutes a day.

☆ **America Goes Back to School: Answering the President's Call to Action** encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns and making a year-long commitment to learning.

☆ **Getting Ready for College Early**, an initiative to encourage all students to take the courses they need to enter college and to inform parents of the sequence of courses their child needs to take, as well as the financial planning involved. To be launched in winter 1998.

Who are the partners? More than 3000 family, school, community, employer and religious groups comprise the Partnership. Each of these groups have come together to pledge support for student learning to high standards as actualized through involvement in nationwide activities and other areas of concern identified by the Partner groups. The Partners represent a growing grassroots movement across this country and are organized into four groups.

☆ *Family-School Partners for Learning* support home-school partnerships where communication and mutual responsibility for children's learning to high standards are key.

☆ *Employers for Learning* adopt family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteering in school, providing parent training and child care, and working with neighborhood schools.

☆ *Community Organizations for Learning* support learning communities through organized before- and after-school and summer activities, volunteer in the schools during the school day, help to make streets safe for children and support supervised recreational activities.

☆ *Religious Organizations for Learning* provide parent education programs and reading tutoring programs for children, sponsor cultural programs, make their buildings available for organized learning and recreational activities and support out-of-school learning.

What are the benefits from joining the Partnership? Partners improve their effectiveness by connecting with other groups and drawing on each others strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state, and local levels. Members of the Partnership for Family Involvement in Education receive Partnership publications and support on an on-going basis.

How can your organization join the Partnership? If your organization wants to become a Partner for Learning call 1-800-USA -LEARN for more information about becoming a member. Website: <www.ed.gov/Family>

BEST COPY AVAILABLE

PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning. We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Family Involvement Partnership for Learning. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name: ____________________

School Adress: ____________________

City: ____________________ **State:** __________ **Zip:** __________

School Phone: __________ **Fax:** __________ **E-mail:** __________

Principal: ____________________ **Signature:** __________

Parent Organization Representative: ____________________ **Signature:** __________

Teacher Representative: ____________________ **Signature:** __________

School Staff Representative: ____________________ **Signature:** __________

Contact Person: ____________________ **Title:** __________ **Contact Phone:** __________

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Family-School Partnership Promise Certificate.**

PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Employers for Learning Promise

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research shows that greater family and adult involvement in children's learning is a critical link to achieving a high-quality education.

Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- ***Employers Win*** by helping prepare a highly skilled and globally competitive workforce.
- ***Employees Win*** by making positive differences in children's education and in their local schools.
- ***Schools Win*** from increased parental and community involvement.
- ***Students Win*** from better education.

We recognize there are many ways to get started:

- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Contact the Partnership for Family Involvement in Education for information.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships with other stakeholders to promote, implement, and improve family-friendly policies and practices.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

President/CEO: ______________________ **Signature:** ______________

Company/Organization: ______________________ **Date:** ______________

Contact Person: ______________________ **Title:** ______________

Address: ____

City: ______________ **State:** ______________ **Zip:** ______________

Phone: ______________ **Fax:** ______________ **E-Mail:** ______________

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Employers for Learning Promise Certificate.**

PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

The Community Promise

A strong and vigorous community, one that is supportive of all citizens, depends upon an educated, skilled, competent and involved citizenry. Schools, families, and community organizations are increasingly accepting mutual responsibility for children's learning. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the educational process. As a community-based organization, we support family-school compacts and affirm the importance of family-community involvement in student's learning.

We commit to involve our organization and its community members in a family-school-community partnership. By coming together with other organizations, we will:

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality after-school, weekend and summer learning, cultural, and community recreational activities.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our community organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: ______________________ **Signature:** ______________

Community Group: ______________________ **Date:** ______________

Contact Person: ______________________ **Title:** ______________

Address: ____

City: ______________ **State:** ______________ **Zip:** ______________

Phone: ______________ **Fax:** ______________ **E-Mail:** ______________

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Community Promise Certificate.**

DEPARTMENT OF EDUCATION

BEST COPY AVAILABLE

PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

"Train children in the right way, and when old, they will not stray"
Proverbs 22:6

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our religious organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: ____________________ **Signature:** ____________________

House of Worship/Religious Organization: ____________________ **Date:** __________

National Affiliation/Denomination: ____________________

Contact Person: ____________________ **Title:** __________

Address: ____________________

City: ____________________ **State:** __________ **Zip:** __________

Phone: __________ **Fax:** __________ **E-Mail:** __________

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your Statement of **Religious Communities Certificate.**

ISBN 0-16-049245-9

90000

9 780160 492457

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA